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ABSTRACT

Focusing on the improvement of discipline skills and management strategies for classroom teachers, four major intervention and management techniques used in classroom discipline are reviewed: (1) Teacher Effectiveness Training, a course focusing on teacher-student relationships within the framework of effective human relations and recognition of subjective human reactions to interacting situations; (2) Transactional Analysis, based on the idea that all individuals can learn to trust themselves, think for themselves, and make their own decisions; (3) Reality Therapy, a cognitive-behavioral approach focusing on cause and effect dynamics in relationships; and (4) Assertive Discipline, an approach from the behavioral school of counseling, where the focus is upon helping people to learn how to express their wants, needs, and feelings more effectively. Following a brief discussion of the underlying theory of these models and a description of their procedural steps, detailed illustrations are presented of the technique, including reports from teachers who have used the approach in a classroom setting. Specific recommendations for using these approaches with different types of students and different types of disciplinary problems and situations are presented. (JD)

DISCIPLINE STRATEGIES
FOR TEACHERS OF PROBLEM STUDENTS

By Robert Ford, Ph.D.

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INTRODUCTORY NOTE

This paper, "Discipline Strategies for Teachers of Problem Students," by Dr. Robert C. Ford, is being distributed jointly by the KNOW-NET Project, Programs, Resources and Technology Section, Jean Wieman, Director, and the Multicultural/Equity Education Section, Warren Burton, Director, in the Division of Instructional Programs and Services, Mona Bailey, Assistant Superintendent.

The purpose of this distribution is to supplement educators' resources of information on discipline in our school systems. In 1980, the State Board of Education developed a Task Force on Discipline to respond to public concerns regarding discipline. In 1983, the Office of the State Superintendent of Public Instruction conducted research on discipline which revealed that the issue continues to be a problem. KNOW-NET has also found student discipline to be a topic of continuing high interest for teachers and administrators across the state, who repeatedly request research and other educational information from KNOW-NET on this subject.

Robert C. Ford, Ph.D., is on the education faculty at the University of Puget Sound. He contributed this paper to KNOW-NET for publishing and distribution following a presentation at the "Toward the Year 2000" conference in Seattle in the spring of 1983. At that time, Dr. Ford promised many of the participants that he would share his research and findings regarding student discipline and teacher-training in classroom management. The paper was submitted to KNOW-NET in response to the project's solicitation of multicultural education materials from educators wishing to share information with other educators. Although not entirely focused on multicultural issues, the paper does emphasize the issue of disproportionality of discipline with minority students and makes specific recommendations for discipline of culturally different students, as well as suggesting procedures for disciplining disabled students.

This material should be of assistance to those concerned with providing discipline in the public schools.

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DISCIPLINE STRATEGIES FOR TEACHERS OF PROBLEM STUDENTS

by Robert C. Ford, Ph.D.

As time approached for writing this paper, it became apparent that one of the first problems to be faced would be what to call it. Before the present title was decided, several alternate titles were considered due to difficulty in establishing a consensus definition for the term "discipline." A review of current literature in this area revealed a variety of definitions for discipline. Some examples were that the Fourteenth Annual Gallup Poll suggested that "school administrators apparently differ from the general public in their understanding of discipline. They (administrators) are more likely to think of discipline problems as absenteeism, vandalism, and similar behavior. The general public, however, tends to associate discipline with observance of rules and regulations and respect for authority."[1] This same general public had indicated a "lack of discipline" at the head of all the major problems confronting the public schools since 1979.[2]

A state sub-committee on student discipline examined this issue and came up with the following definitions of "discipline":

1. Self-Discipline -- the development of self-control; viewed as the only effective discipline by all of the members of the school community.
2. Orderly Behavior -- the development of orderly group behavior which seems to require shared goals and mutual consent about disciplinary policies and practices.
3. Teacher Interventions — the development of classroom procedures, treatment measures and management practices which are intended to correct disruptive behavior.[3]

From this variety, it seemed clear that most authorities as well as a majority of the responding public perceived "discipline" as an evaluation of student behavior with respect to personal conduct, group behavior, obedience to existing rules, regulations and authority. It must be admitted, however, that a definition of discipline more relevant to the focus and goal of this paper was that definition in the area of teacher interventions and management strategies. This was not to suggest that other definitions were inappropriate or inaccurate, but to clearly direct the focus of this paper in the direction of professional improvement and skills-building for classroom teachers.

It was suggested elsewhere[4] that more than a million and a half American students were suspended and expelled from schools each year. These exclusions were a result of "poor student discipline," behaviors which were in conflict with rules and regulations for an orderly school environment. The Office of Civil Rights reported in a 1976-77 Elementary and Secondary Civil Rights Survey[5] that 1,628,929 students were suspended for at least one day, or expelled from school in 15,715 school systems. While school records of problem students indicated that their suspensions were a result of single acts of misbehavior, surveyors

found that their exclusions were almost always a result of long, complicated sets of inadequate interactions between teachers, students, and their parents.[6] With respect to economic loss, a similar study[7] of over fifty school districts in a midwestern state revealed that student suspensions approached nearly 100,000 school days in one academic year, a cost to taxpayers of that state of more than a half-million dollars. In states where funding was based on average daily attendance, not only school but taxpayers suffered losses of inadequate student discipline.

When reviewing these reports, it was difficult to avoid an important issue raised by researchers who point out that students perceived of by administrators and teachers as being "different" were especially at risk within school systems. This classification of <u>different students</u> included ethnic minority students, religious minorities, poor children, handicapped children, and children with English as a second language. The Office of Civil Rights indicated that Black students had the highest suspension rate of all, indeed, that the child most likely to be suspended was the Black male. When researchers uncovered figures on school suspensions and expulsions, the question of disproportionality in school discipline became an obvious issue. "The same study indicated that while 24% of all youngsters enrolled in surveyed schools were minorities, members of minority groups accounted for 36% of all students suspended or expelled."[8] This was reinforced by similar reports from states which supported these claims. In one midwestern state, data gathered over a five-year period indicated "disproportionate rates at which minority students were suspended had their roots in the ways teachers made discipline referrals and that disproportionality was passed along, rather than created by, school administrators. The data indicated that once referred, Black and White students generally had an almost equal probability of being suspended."[9]

For the 1978 school year, the Office of Civil Rights uncovered that minority students, comprising about 11% of one northwestern state's student population, accounted disproportionately for disciplinary suspensions at a rate of two-to-one. Tables indicated that ethnic minority students (i.e., American Indian, Asian, Hispanic, and Black) occupied 21% of all school suspensions while comprising 11% of school populations. The largest metropolitan area in that state contained the largest number of minority students, about 37%. However, these minority students accounted for 52% of that district's suspensions while the district's 63% of White students accounted for only 48% of all the district's suspensions.[10]

Other data suggested that at high school levels the smaller the percentage of Black students in the student population, the greater the disproportionality of suspensions for Black students. Researchers[11] analyzed <u>three</u> types of high schools in this metropolitan area and found that those high schools where Black students comprised 25% (or more) of the total enrollment, disproportionality was lowest at a ratio of less than two-to-one. Those schools with Black enrollments between 11% and 25% had disproportionality in the area of roughly three-to-one. Those schools with Black enrollments of less than 10% had a surprising disproportionality of five-to-one, or more. The report also suggested that both Hispanic and Native American students were also suspended in disproportionately high degrees; however, percentages of Asian and White students were disproportionately low.[12]

Now, these data may be interpreted in a variety of ways, depending on the reader's viewpoint. Some current attempts to use this kind of research to uncover causes for problems of poor student discipline have produced <u>two</u> major

conclusions: a) deviant student behaviors, and b) inadequate teacher reactions.[13] Each of these conclusions represented alternate poles of a concept called "cultural dissonance,"[14] whereby recognizably different styles of student communication and behavior clashed with opposing styles of teacher communication, behavior, and expectation. As with earlier theories of cognitive dissonance,[15] the theory of "cultural dissonance" suggested that whenever there was a difference in perception and behavior between a majority culture (teachers) and a minority culture (students), a change must occur. Traditionally, the theory demanded that the minority must change behavior and attitude in direction of the majority. The reader will recognize that this view supported the deviant student behavior theory and affirmed that the cause of discipline problems in schools rested with students and their inappropriate and maladaptive behaviors. Newer adaptations of "cultural dissonance" reversed the flow of change and required the majority to change. This view supported the inadequate teacher reaction theory and affirmed that the cause of poor student discipline, disproportionality of suspension, poor teacher-student relations rested with teachers and their ineffective communication, deficient management, and intervention skills. Sometimes citing the "Don't Smile Until Christmas Technique"[17] of discipline, many classroom teachers were found lacking adequate skills for classroom discipline. One researcher reported that, "What happens in the typical building is that everybody presumes to know how to manage a classroom. So teachers are real constrained to admit that, 'I don't have one of the basic ingredients that every teachers is supposed to have . . . and I won't go next door (for help) because I don't want to admit to anyone that I feel I have a skill deficiency.'"[18]

Advancing neither as an absolute cause of the problem of poor student discipline, this paper will take a view that suggests that <u>both</u> teachers and students lack adequate communication, relationship, and intervention skills. A review of written and verbal feedback from hundreds of classroom teachers indicate there is a wealth of evidence supporting each theory. Having been involved in fifth-year and in-service courses for classroom teachers for a decade, this writer has observed inadequacy of human relations and communication skills among teachers, while acknowledging their concern and commitment toward promoting effective discipline.

An introductory questionnaire was used in a training course to assess the level of sophistication of teacher discipline skills. Five questions were asked:[19]

1. How long have you been teaching?
2. What is the socio-economic environment of your school?
3. What are your most prevalent discipline problems?
4. What discipline techniques do you use?
5. What do you want from this course?

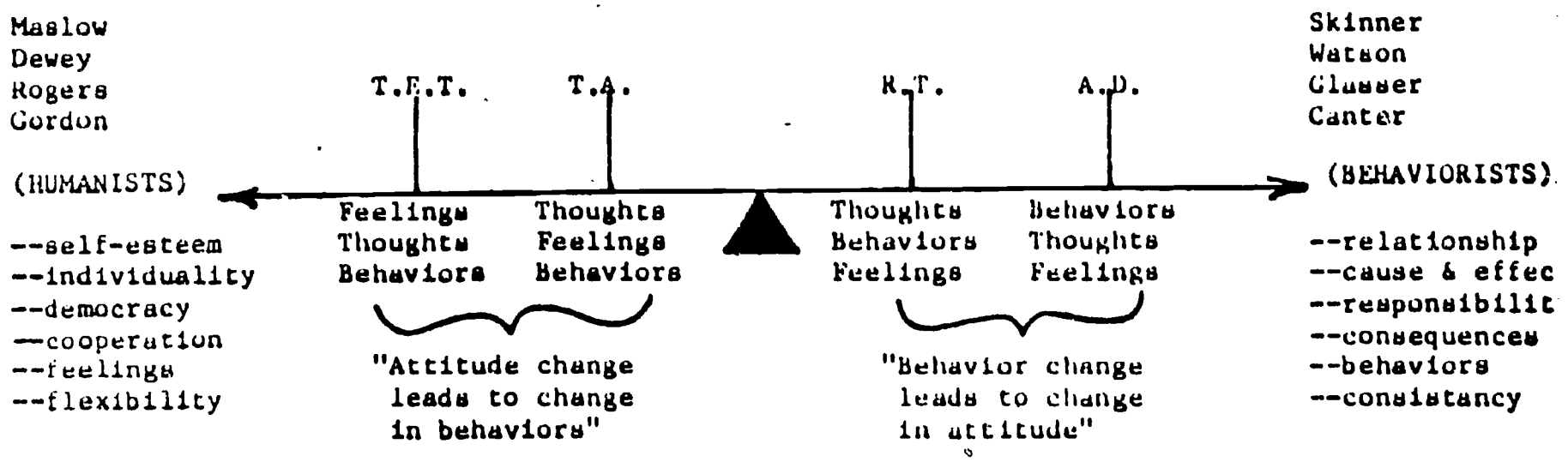
Cursory responses ranged from one to nineteen years teaching experience, including fulltime and substitute status. Social environments were primarily suburban middle-class, but also inlcuded some rural and lower-class, urban contexts. The range in types of discipline problems was extensive: daydreaming, talking and noise, hitting and fighting, running amuck, classroom disturbance, rulebreakers, manipulators, hyperactive, theft, etc. Quite revealing were those responses in the area of presently used discipline techniques. They ranged from none, to humor, to positive reinforcement, games, praise, ignore bad behavior, rewards, time-out, principal's office, keep them busy, bribe them, and recently an increase of Assertive Discipline Approaches adapted by district and building principals and imposed upon classroom teachers.

The revelations led the writer to acknowledge certain recognizable deficits on both the "teacher side" and the "student side" of the discipline equation. Although this writer recognizes the importance and necessity of balanced treatment for the problem, this paper will focus only on one goal: improvement of discipline

skills and management strategies for the classroom teacher. To accomplish this general goal, the paper will review four major intervention and management techniques used in classroom discipline. The approaches are Teacher Effectiveness Training, Transactional Analysis, Reality Therapy, and Assertive Discipline. Following a brief discussion of the underlying theory of these models and a description of their procedural steps, there will be a detailed illustration of the technique including reports from teachers who have used the approach in a classroom setting. Finally, the conclusion of the paper will contain specific recommendations for utilizing these approaches with different types of students, different types of disciplinary problems and situations. Other revelations led the writer to acknowledge a need for survival skills or human relations courses for difficult students who indulge in deviant and inappropriate behavioral patterns. Although not the focus of this paper, these "survival skills" programs are designed to equip young people with communication tools necessary for their survival in the marketplace of middle-class America. PUSH--Excel, Skills-Streaming, group counseling and communication training workshops for students are strongly recommended and broadly accepted throughout the state and nation.

Models selected for presentation in this paper were chosen for their comprehensive distribution across what has been called a "human relations continuum."[20] This was a theoretical continuum which bridged the gap between extremes of behaviorist theorists and theories at one pole, and humanist theorists and theories at the other.

" Human Relations Continuum "



(FIG. 1)

Humanistic thinkers such as Abraham Maslow, Carl Rogers, and Thomas Gordon emphasized individual goals of positive self-image, democracy in relationships, cooperation between teachers and students, personal feelings, and the importance of flexibility in discipline. Behaviorists, on the other hand, led by names like B.F. Skinner, William Glasser, and Lee Canter emphasized relationship goals of responsibility, actions and consequences, importance of cause and effect, and the role of consistency in discipline.

Proponents of these polar perspectives have tended to view teacher-student relationships from the isolation of their exclusive viewpoint. Also, their natural selection of discipline techniques and management strategies followed a similarly exclusive pattern. Teachers who saw themselves as "humane," "feeling-oriented," "warm-hearted," "people-persons," tended to favor discipline and counseling approaches from theorists like Thomas Gordon (Teacher Effectiveness Training) and Carl Rogers (Person-Centered Counseling). Those teachers who saw themselves as "objective," "fair," "task-oriented," "no-nonsense," tended to favor discipline and counseling approaches of William Glasser (Reality Therapy), Skinner (Behavior Modification) and Lee Canter (Assertive Discipline).[21]

Although these models represented polar positions, they need not be viewed in competitive and conflicting ways. Although they were admittedly different in orientation, their diversity could be used in complementary and compatible ways. Teachers and counselors found that they could integrate those theories into useable "eclectic" formats and thus create their own unique forms of classroom discipline. They found that while choosing any particular model as their preferred one, they could use remaining models as back-ups. Thus the "human relations continuum" set a framework for training in classroom discipline, and will serve that same purpose in this paper.

TEACHER EFFECTIVENESS TRAINING

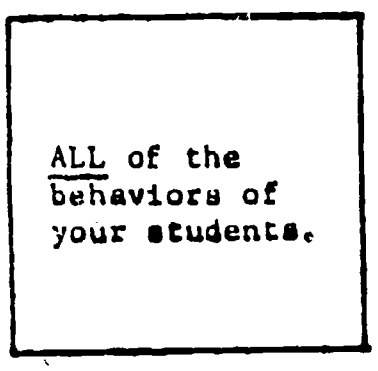
Teacher Effectiveness Training (hereafter called T.E.T.) was a brainchild of Dr. Thomas Gordon, who, in 1970, developed a course to educate parents on skills and principles of effective human relations. This earlier course, called Parent Effectiveness Training, or simply P.E.T., evolved into a text by the same title, and later into a parallel course for teachers focusing on teacher-student relationships. This course, and its subsequent text, was called T.E.T.[22]

T.E.T. represented an extreme approach along the "human relations continuum" near the humanistic end. Gordon emphasized his philosophical bias that democracy leads to discipline in a film entitled TEACHER EFFECTIVENESS TRAINING by stating that, "We expect our kids to become responsible citizens but very rarely do they get the chance to experience responsibility at home or at school. Children can't learn to make decisions under an authoritarian system . . . I really equate democratic with therapeutic; therefore, for any approach to be therapeutic, it must be democratic."[23] This statement reflected an overall humanistic viewpoint with respect to people and relationships. It suggested that when a person was given proper time, space, caring and resources, that person would do what was best for him/herself not at an expense to anyone else.[24] Therefore, any humanistic parent, teacher, or disciplinarian would view herself as a facilitator of choice, as well as creator of an honest, open, caring environment which would be needed and used by a child for decision-making and self-discipline.

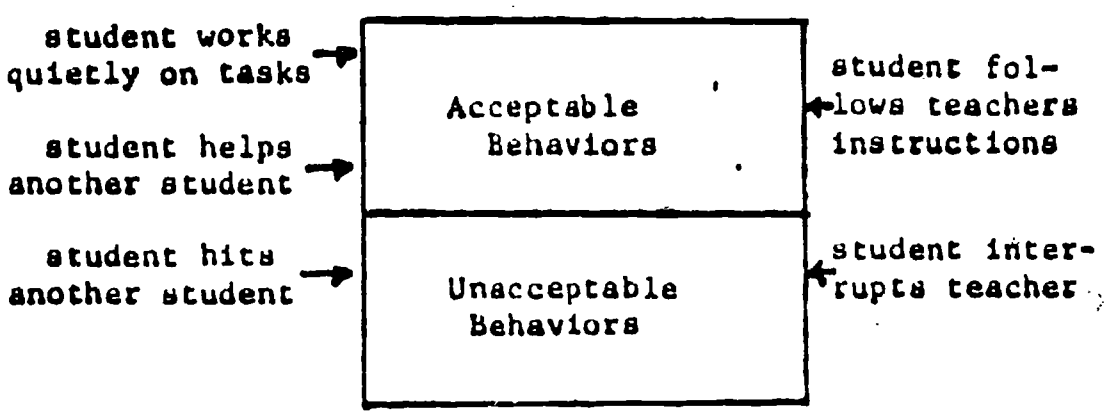
Another humanist and well-known counselor, Dr. Carl Rogers, crystallized this perspective in one sentence, "If I can provide a certain type of relationship, the other person will discover within himself the capacity to use that relationship for growth and change, and personal development will occur."[25] Many humanists saw these views as representing their faith and trust in the goodness and fairness of humanity, elements which were necessary for productive and therapeutic relationships. With respect to classroom discipline, those elements of trust and fairness were required for teacher-student cooperation and self-discipline on the part of students. Recognizing that non-humanists might view these philosophies as idealistic and impractical for discipline purposes, Gordon outlined a comprehensive theory and technique for classroom discipline of problem students.

T.E.T. theory began with a proposition that all behaviors of teacher and student may be observed from a perspective which reflects the quality of the

teacher-student relationship. A rectangle, or window, used to view this relationship was divided into two major sections: a) acceptable behaviors, and b) unacceptable behaviors. Examples of those student behaviors which might be viewed as acceptable to a teacher were a student quietly working on an assignment, student helping another student, student following the teacher's instructions, student cleaning up an area after usage. Examples of those student behaviors which could be viewed as unacceptable were a student making noise and disruption, student hits another student, student interrupts others in class, student failing to return materials after usage.[26]

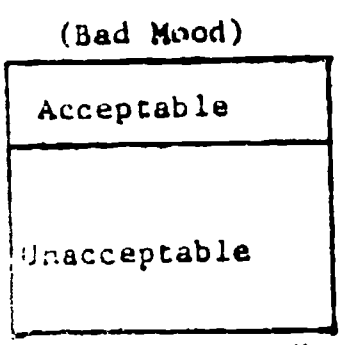


(FIG. 2a)*

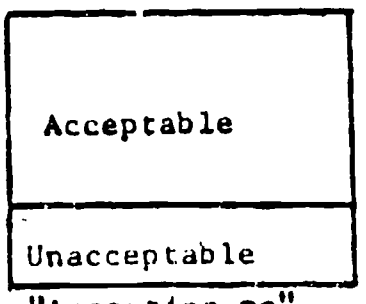


(FIG. 2b)*

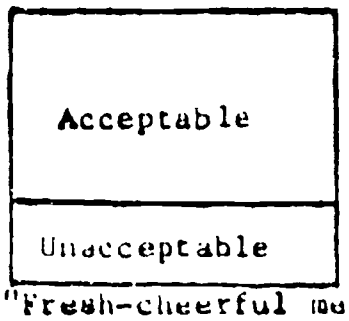
Recognizing that variability was inherent in being human, Gordon emphasized that a teacher's perception of student behaviors may not be altogether objective. There were several factors which influence teachers' perceptions and cause them to be subjective: a) the teacher's mood and emotional state, b) time of the day, a fatigue factor, c) honest affinities and antipathies toward students, and d) pretense, an issue of false acceptance. These and other factors were seen as natural variants to an objective assessment of student behaviors.



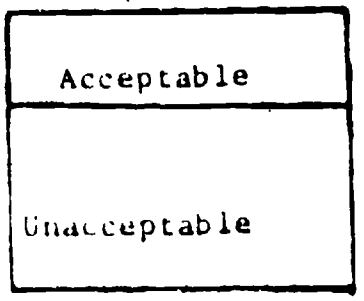
"Unaccepting me"
(FIG. 3a)*



"Accepting me"
(FIG. 3b)*



"Fresh-cheerful me"
(FIG. 3c)



"Tired-Grumpy me"
(FIG. 3d)*

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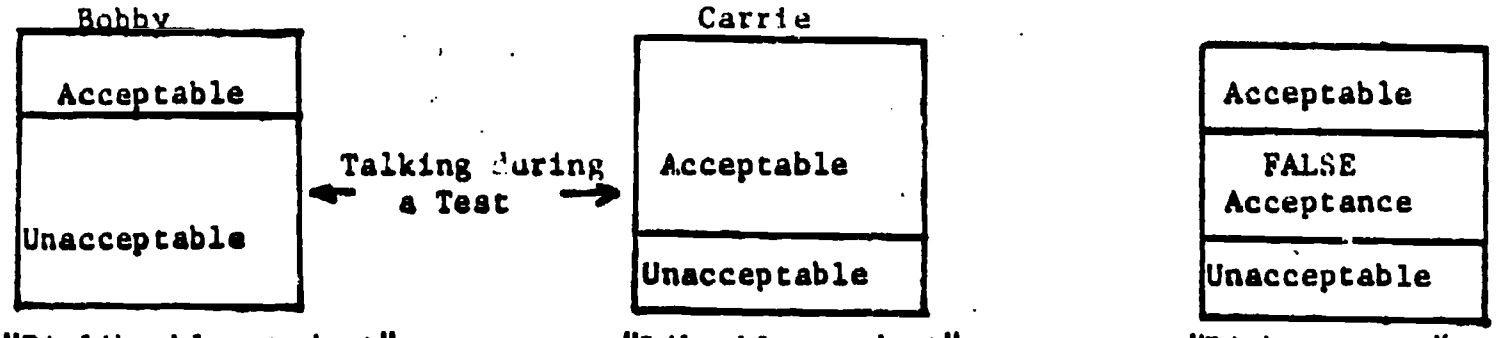


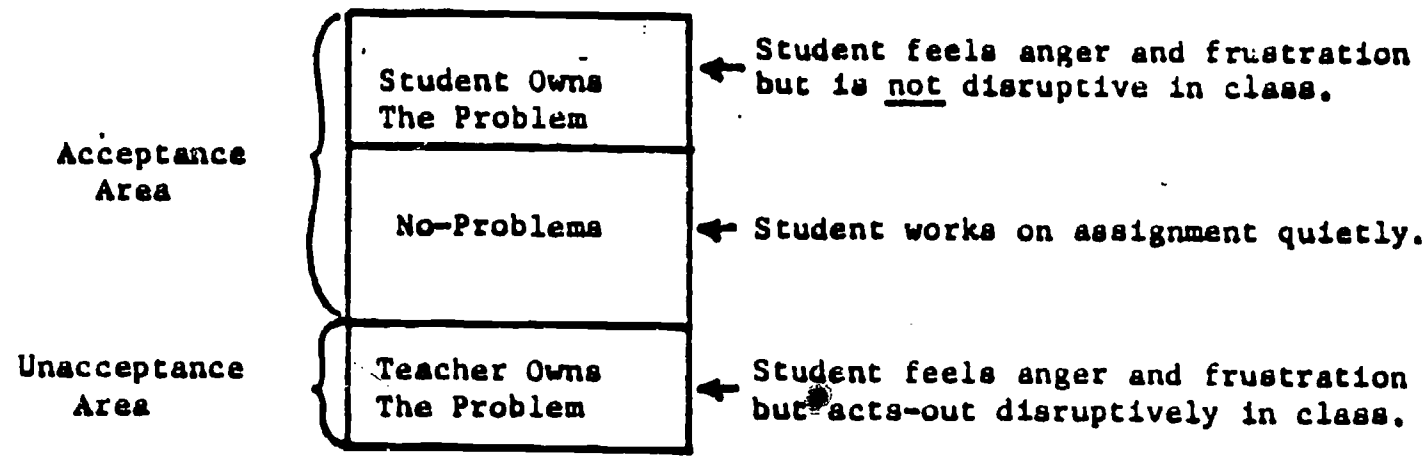
"Dislikeable student" (FIG. 3e)*

"Likeable student" (FIG. 3f)*

"Dishonest me" (FIG. 3g)*

Gordon continued his theory by suggesting that the same window used to assess student behaviors may be used to help teachers identify and cope with problems that inevitably arise in teacher-student relationships. His theory proposed that those problem behaviors of students which fell into an unacceptable area, those which were interpersonal and disruptive, may be viewed as causing the teacher a problem. Contrastingly, those problem behaviors of students which fell into an acceptable area, those which were intrapersonal and private, usually emotional but nondisruptive to other students or the teacher, may be viewed as causing the student a problem.

"Who Owns The Problem?"



(FIG. 4)*

This feature of T.E.T. theory was Gordon's emphasis on "ownership of problems," the suggestion that not all of those problems that turn up in a classroom were the responsibility of the teacher. This was not meant to imply that a classroom teacher would ignore those problems, but to suggest he could recognize that some of those problems were his responsibility to solve while other problems were the responsibility of the student to solve. This important concept was categorized under the heading of sorting: Whose problem was it? Criterion for sorting was explained by Gordon elsewhere, "The difference between student-owned problems and teacher-owned problems was essentially one of tangible or concrete effects. Teachers can separate their own problems from those of their

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students by asking themselves: Does this behavior have any real, tangible or concrete effect on me and my job of teaching in this specific situation?"[27] If the answer was yes, the teacher had a real stake in the problem and moved directly to solve it. If the answer was no, the problem still existed but belonged to the student and the teacher's movement was non-directive. Gordon continued that some teachers may have asked themselves, Am I feeling unaccepting because I am being interfered with, hurt, impaired in some way? Or am I feeling unaccepting because I'd like that student to act differently, to feel different, to not have that particular problem, to feel or act the way I think she should? If their answe s were YES to the first question, then there was a real stake and the teacher-owned-the-problem; however, if those teachers answered YES to the second set of questions, there was no tangible effect on teaching and the student-owned-the-problem. Gordon's distinction between teacher-owned-problems and student-owned-problems was then used to determine appropriate teacher behavior and mode of intervention in those problem situations.

Three distinctly different intervention modes were identified by Gordon as being appropriate in distinctly different problem areas. When it was determined that the student-owned-the-problem, the role (or posture) of the teacher was that of a counselor, listener, helper. When it was determined that the teacher-owned-the problem, the role (or posture) of the teacher was that of a confronter in some cases and that of a problem-solver in others. Specific goals and techniques were outlined by Gordon for each mode of operation. Although these modes were outlined separately, giving the implication that they were to be used as isolated formats, teachers revealed that in simulated and actual classroom situations a combination of "reflective You" interventions coupled with "positive and negative I" messages seemed to get the job done in a smoother and more effective manner. For both teacher-owned-problems and student-owned-problems, a combined use of reflection, affirmation and confrontation appeared to work best when field-tested in actual situations. Other teachers reported that repetitive usage of "negative I" messages for confrontation seemed to be more real than the single application implied in the model.

(Step One) SORTING
"Whose problem is it?"

QUESTION: Is the current student behavior having or not having a concrete effect on my teaching

ANSWER: NO!
I. STUDENT-OWNED-PROBLEM
"Teacher as Counselor"

TECHNIQUES:
1. Passive listening via focusing and silence.
2. Active listening via acknowledgment, paraphrasing and perception checking.
3. Reflective listening via decoding emotional intent from encoded verbal content. (Example)

tudent - "Are we going to have that test real soon?"
eacher - "You seem worried about the upcoming exam."

ANSWER: YES!
II. TEACHER-OWNED-PROBLEM
"Teacher as Confronter"

TECHNIQUES:
1. Avoid using blaming "You" messages.
2. Use "negative I" messages to convey the teacher's displeasure/dissatisfaction with the present problem. Let message include the behavior, effect, feelings. (Example)

Teacher - "When I see you come in late to my class and disturb the others, I get angry and frustrated."

3. Allow time for student to incorporate the message. Repeat as needed.

ANSWER: YES!
III. TEACHER-OWNED-PROBLEM
"Teacher as problem-solve

TECHNIQUES:
1. Avoid authoritarian methods (ie, teacher w student loses).
2. Avoid permissive metho (ie, teacher loses, student wins).
3. Use "NO LOSE METHOD".
   a) Jointly define the problem;
   b) Jointly generate solutions;
   c) Jointly evaluate solutions;
   d) Jointly decide on solutions;
   e) Jointly implement solutions;
   f) Jointly reevaluate solutions.

(FIG. 5)

The mode of teacher-as-counselor was borrowed from the Person-Centered model of counseling pioneered by Dr. Carl Rogers, mentioned earlier as a prominent humanist.[28] This mode of counseling emphasized the technique of active listening as a method of building a climate conducive to a counselee (or student) learning to help himself. Gordon adapted this technique to discipline and proposed that active listening would be an appropriate method to use when students have problems. His intention was that an attentive teacher would become a reflector, a catalyst, or facilitator for the problem student to figure out and resolve his own problem situation. Specific recommendations for teacher behavior in this mode included passive listening, nonverbal acknowledgment, paraphrasing of content, perception checking and clarification, and finally, reflection of emotional intention behind the words.

The mode of teacher-as-confronter introduced a relatively new model of confrontation while rejecting an older, more punitive form of encounter. This mode suggested avoidance of what was called a blaming "You message" while utilizing a new form of "I message" to communicate the classroom teacher's feelings and expectations regarding a specific problem. Earlier, he stated, "You messages have a tendency to evaluate and judge the child (as a person), to criticize and impugn (his character), and blame him for the teacher's feelings of discomfort. I messages, on the other hand, clearly communicate to the child how you feel (without impugning or blaming). Thus the child will learn that her world will improve when she assumes responsibility f[illegible] her role in the problem."[29] Specific elements included in a "I message" [illegible]re acknowledgment of the student's behavior, speculation on the probable effect[illegible] that behavior, and a disclosure of the teacher's emotional reaction to the event. "I messages" were intended to confront the student clearly and assertively with the teacher's displeasure and dissatisfaction regarding specific behaviors with the hope that, once internalized, the student would voluntarily decide to change to more acceptable behaviors.

The mode of teacher-as-problem-solver rejected older, more traditional forms of problem-solving (i.e., authoritarian and permissive), and introduced what was labelled as a "No Lose Method" of problem-solving. Gordon believed that in earlier forms of authoritarian problem-solving generally the teacher won -- and the student lost. This usually ended in feelings of anger and resentment flowing from student back toward the teacher and impaired the quality of the relationship. Other forms of permissive problem-solving usually resulted in the student winning -- and the teacher losing. This usually ended in feelings of resentment and frustration flowing from teacher to student, thus impairing the quality of the relationship. Gordon's proposition, the "No Lose Method," was intended to eliminate earlier losses and allow both teacher and student to win at problem-solving, thus enriching the quality of the relationship. Elsewhere, he affirmed, "The No Lose Method is a method in which teacher and student join together in problem solving, by attempting to find a solution to a conflict that will be satisfactory to both student and teacher."[30] He envisioned a six-step sequence which would lead to teacher-student cooperation rather than conflict or competition. The sequence contained the following steps:

1. Defining the problem from both teacher's and student's perception;
2. Brainstorming together to generate a selection of possible solutions;
3. Jointly evaluating those solutions to isolate the better ones;
4. Cooperatively deciding which solution is the best one to try;
5. Jointly determining how to implement the selected solution;
6. Jointly assessing how well the selected solution worked out.

The following is an illustration of the use of T.E.T. in a laboratory setting. It reveals interpersonal dialogue between a classroom teacher and student, and is accompanied by an analysis of that interaction:

(Observation: Student having a bad day)

T - You seem to be having a bad day. What's happening?	Sorting: S.O.P.
S - I did rotten on the quiz. Now I have extra work. Everyone's picking on me, you know?	
T - You feel everyone's against you.	Reflective "You"
S - Yeah! Principal, librarian . . . everybody	
T - You feel put down today.	Reflective "You"
S - Yup!	
T - Everyone's against you.	Active listening
S - Even my parents.	
T - You feel I'm against you, too.	Reflective "You"
S - Why else would you give me this extra work?	
T - I care about your work in this class.	Positive "I" mess.
S - (pause) I suppose.	
T - You feel overwhelmed.	Reflective "You"
S - I've been in trouble twice with the principal.	
T - Everyone's picking on you.	Active listening
S - Seems hopeless.	
T - I hope there's something we can do to work it out.	Problem-solving
S - I could use some help.	
T - I really care about what you're doing here.	Positive "I" mess.
S - I really blew that quiz.	
T - Do you feel there's any way you can help yourself?	Problem-solving
S - I goof off I guess and put things off.	S: attitude change
T - Why don't you think about it for a while and come up with something? I'd like to know.	Problem-solving

Also recorded are reactions from classroom teachers using T.E.T. in actual settings:

> "In substituting, I have found some successes on a one-to-one basis with children in the lower grades. A girl had been repeatedly disruptive. After sorting, I concluded this was a teacher-owned-problem. I asked her to stay in for recess to talk to her. I said, 'When you play TIC TAC TOE and you are supposed to be doing your seat work, I see time being wasted and you are disturbing others and it irritates me.' After a little time she saw how I felt and understood it and said, 'I won't do it anymore.'"

> "Just after we had been introduced to T.E.T., a problem situation came up in the library which I thought I would try to handle by this method. I happened to see a library assistant shooting rubber bands at another student. So I asked him to come into a conference room to talk about it. I told him how upset I was at what he was doing and that I was afraid another student could get hurt. He thought for awhile and finally admitted that that was a possibility and decided it would be best not to do it anymore."

"At school a usually good student drifted into a mediocre period and became withdrawn. I merely asked him to linger after class, then used a door-opener and said, 'You seem to be awfully low. Is anything wrong?' I was amazed at how much his spirits lifted. He indicated it was 'just things' (girls), but just knowing that someone cared enough to ask lightened his load. The following week he was back to normal."

A principal reported that "I have had several opportunities to apply some of the techniques in my daily interactions with students and teachers. The idea of sorting and problem-ownership has been useful. Often student-teacher problems can best be resolved if they remain owned by the student and the teacher and not accepted by the administrator for solution."

As a representative of the humanistic perspective in the field of discipline, T.E.T. accounted for all of those factors of human relationships held important by humanists: importance of self-esteem with students, a respect for individuality in teacher reactions, provisions of time and space for cooperation and democratic choice with students, an acknowledgment of the importance of feelings and flexibility in teacher-student relationships. Finally, scores of teachers seemed to be in accord in their judgment of advantages and disadvantages of using T.E.T. in a classroom setting. Collectively, their most prominent disadvantage was too much time was required to adequately interact with a student. Secondary disadvantages were too much patience was required for student to decide to change, and no guarantee of change by certain students in hostile situations. Contrastingly, their major advantage of T.E.T. was its sensitivity to the student's feelings in difficult situations. They believed that most teachers were so "task-oriented" that they often overlooked students' feelings. Secondly, teachers appreciated that the method allowed them to give the problem back to the student. As one principal commented, "Too much dependency on administrators (and teachers) for solutions."

TRANSACTIONAL ANALYSIS

Transactional Analysis (hereafter called T.A.) was a brainchild of Dr. Eric Berne, author of Games People Play.[31] Berne envisioned T.A. as ". . . a rational approach to understand behavior and is based on the idea that all individuals can learn to trust themselves, think for themselves, and make their own decisions. T.A. principles can be applied on the job, at home, in schools, in the neighborhood — wherever people deal with people."[32] Initially designed as an analytical counseling procedure, T.A. was updated and adapted as a classroom discipline approach by Dr. Thomas Harris (author of I'm OK — You're OK[33]), Dr. Dorothy Jongeward (co-author of Born to Win[34])*, and Kenneth Ernst (author of Games Students Play[35]). Both Jongeward and Ernst presented T.A. as a cognitive-humanistic approach to discipline in the film entitled, GAMES WE PLAY IN HIGH SCHOOL[36] and thereby placed T.A. near, but to the right side of, T.E.T. on that "human relations continuum" cited earlier (see Fig. 1).

As a cognitive-humanistic approach to discipline, T.A. included several humanistic concepts while incorporating many features important in an analytical mode of intervention. When observing teacher-student behaviors, the thinking function was viewed as the highest priority, feelings came second, and behavior third. Important elements and goals which were reached through using T.A. were: understanding led to effective discipline; importance of straightforward and complementary communication; elimination or reduction of manipulating responses;

* Muriel James and Dorothy Jongward, BORN TO WIN, c 1971, Addison-Wesley, Reading, Massachusetts. p. 31. Reprinted with permission.

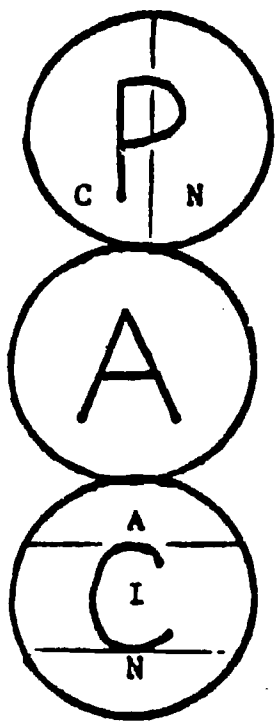
importance of honesty and positive recognition (strokes); and finally, changes in student attitudes led to voluntary changes in student behavior. These features were viewed as primary factors in understanding the role that T.A. played as a contemporary form of classroom discipline.

From the wealth of T.A. theory, those elements which were isolated for use by classroom teachers fell into three areas: a) self-analysis for the teacher, b) student-analysis by the teacher, and c) situation analysis by the teacher.[37] Each of these analytical tasks were to be accomplished through an examination of human personality and interaction from a T.A. perspective. This perspective was not viewed as an absolute or exclusive perspective, but one useful to teachers because of its simplicity and positive public appeal.

The "T.A. personality," as it is commonly called, was a product of a person's external environment (i.e., family, neighborhood, peers) and internal structure (i.e., needs, emotions, habits, insights). Founder Eric Berne equated human personality with the human ego . . . ego meant personality and vice versa. Therefore, to understand one's personality structure was the same as understanding one's ego-structure. In T.A., the terminology was ego-state, which was synonymous with personality part. Thus, when a teacher analyzed herself, she was attempting to understand the composition of her personality. Ego (or personality) was viewed as one's idea of oneself, through which one defined and distinguished oneself from others. Berne conceptualized the human personality as being composed of three parts/states of the ego. The three ego-states were the following:[38]

a) the Parent ego-state: the part of the personality which was borrowed from parents or others in authority; called the taught concept of life; this state was nurturant and/or critical; contained recordings of culture, morals, expectations, family; manifested with words like "You should," "You must," "You'd better," "You're supposed to," "I understand," "It's OK," "It'll be alright."
b) the Child ego-state: that part of the personality which was a holdover from childhood, that never grew up, the little boy or girl in everyone; called the felt concept of life to identify its importance as the reservoir of all emotions; this state manifested as adaptive, intuitive and natural and was recognized with language such as "I need, I want, I wish, I should, I won't, I'll try, I can't, I feel . . ."
c) the Adult ego-state: that part of the personality which reflected a current, up-to-date and aware mind-state; an ego that related to objective reality; although it was called the thought concept of life, this only identified one of its aspects (logical thinking); additional aspects were objectivity, data-gathering, decision-making, task-orientation, probability estimating; manifested with words like, "What happened?" "In my view," "How can this be done?" "My observation is." "The probability of that occurring." "Here's how to." "What's the next step in the procedure?"

These ego-states were illustrated in the following diagram of a teacher or student's personality:[39]



PARENT

(+)Nurturing	(-)Nurturing	(+)Critical	(-)Critical
Caring	Smothering	Constructive criticism	Prejudicial
Sympathetic	Stifling	Correcting misconceptions & behaviors	Moralizing
Protective	Condescending		Authoritarian
Empathic			Superiority-complex

ADULT

(+)Information-Processor	(-)Unfeeling
Realistic	Robotlike
Logical/Rational	Workacholic
Decisive	
Task-oriented	

CHILD

(+)Natural	(-)Natural	(+)Intuitive	(-)Intuitive
Affectionate	Self-Centered	Creative	Manipulative
Spontaneous	Self-Indulgent	Imaginative	Conniving
Curious	Rebellious	Psychic	
Fun/Joy/Sex			

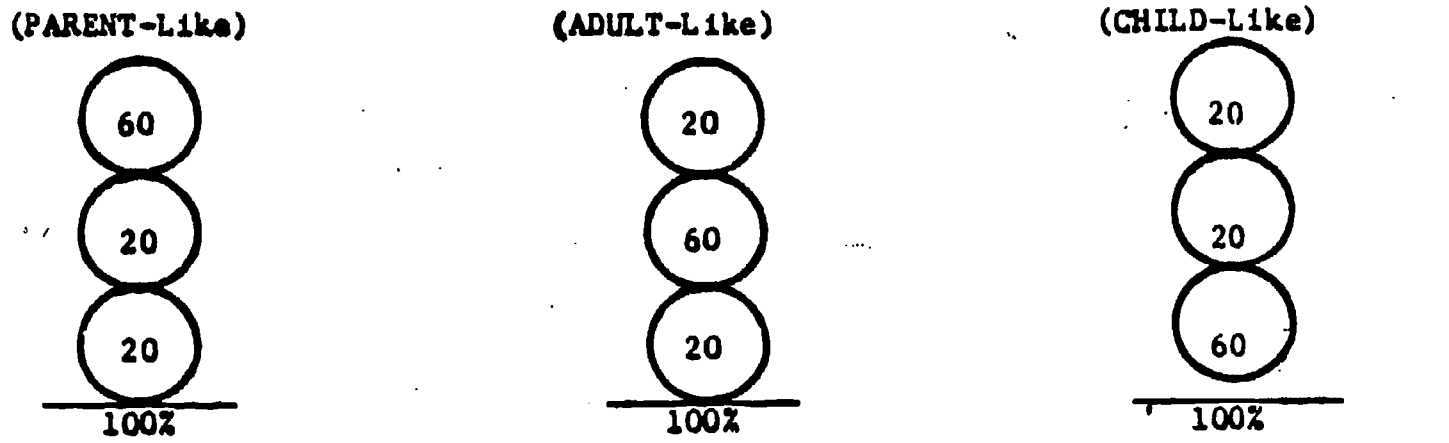
(+)Adaptive	(-)Adaptive
Courteous	Over-Compliant
Cooperative	Procrastinating
Sharing	

(FIG. 6)

Once the concept of ego-states was understood, then classroom teachers would be equipped with a model to get the feel of what happens between teachers and students as actors and reactors in the classroom. Ego-states could be put to use as analytical tools through the following proposition:

> "The personality of everyone is composed of a structure similar to that outlined. Although the average personality contains some of each quality (Parent-Adult-Child), individuals will favor one or another quality more than others. For example, some teachers may be more parent-like, others may be more child-like, while some may be more adult-like in their performance of teaching duties."[40]

Examples of these teacher-personality-profiles may be illustrated as follows:

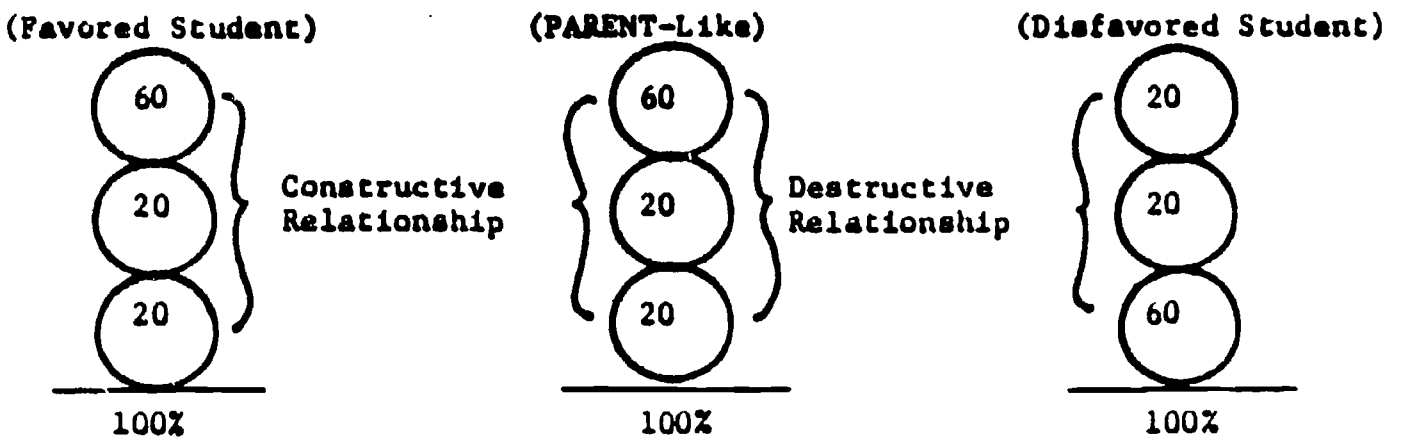


"Motherly teacher" "Human Computer" "Whiz-Kid teacher"

(FIG. 7)

It was hypothesized that if there were a finite amount of psychological energy available for use in building and maintaining a personality-identity on the job, then a teacher could analyze herself by simply dividing a theoretical 100% allotment of energy throughout her ego in custom-tailored proportions. Regarding teaching and management styles, differences between teachers would be easily distinguished. While some teachers would easily acknowledge parent-like or child-like preferences, others saw differences in what the job expected of them (eg., adult-like professional) and what they really felt like inside. Others reported clear differences in how they saw themselves as teachers in school, as compared to how they saw themselves as parents at home. Many considered that one's "ego-image" was more likely to change from situation-to-situation rather than remaining constant as was implied.

Several additional propositions were made in relation to that mentioned above regarding teacher-student relationships. First, that teachers and students related to one another as distinct personalities, sometimes yielding positive relationships and other times negative. Secondly, that classroom teachers could learn to understand certain qualities and dynamics of constructive (versus destructive) relationships through use of T.A. ego-analyses. Examples of certain teacher-student relationships were illustrated as follows:



"Considerate Student" "Motherly teacher" "Rebellious Student"

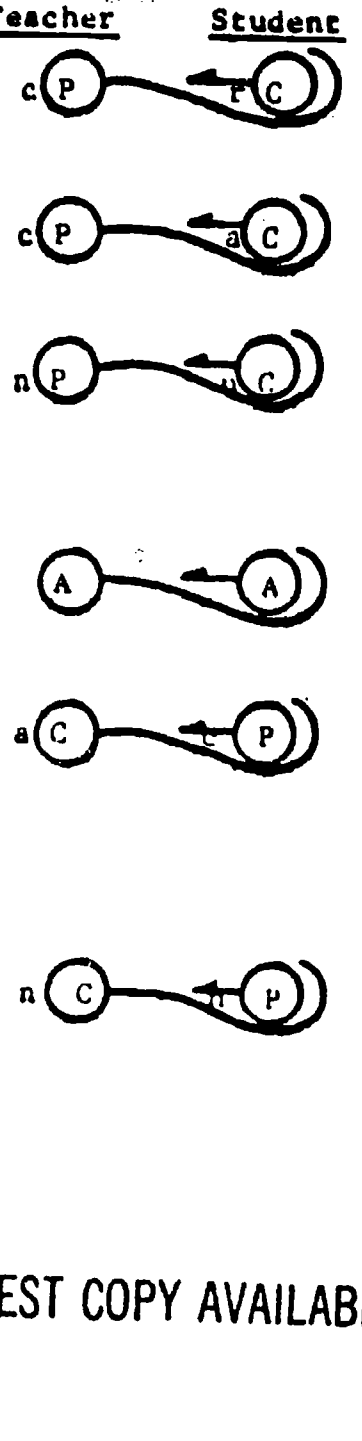
(FIG. 8)

Thirdly, that a classroom teacher could identify certain students with whom she had constructive and cooperative relationships through an analysis, or comparison, of their personality profiles. Lastly, that a teacher could identify those students with whom she had destructive, hostile, conflicting relationships through use of the same method. This method, it was affirmed, could be cultivated by teachers as a vital part of human relations in the classroom.

"T.A. Communication," called Transactional Analysis by founder Eric Berne, was viewed as a pivotal element in one's understanding of basic human relations. Modern adaptations of T.A. theory to classroom discipline affirmed Berne's earlier views. "Eric Berne's concepts of Transactional Analysis as described in Born to Win and I'm OK -- You're OK were introduced as a means of improving elementary and secondary discipline, human relations and learning."[41]

In T.A., communication was viewed as a transaction; therefore, any understanding of interpersonal communication was called a transactional analysis. Berne must have favored this element of T.A. to name the entire approach after it. It was suggested that positive/constructive communication between teacher and student represented skillful use of complementary transactions, those messages which when sent from one personality gets the expected response from the other personality. Destructive communication between teacher and student represented a skillful misuse of complementary transactions. Those uses and abuses of communication could be mapped-out using T.A. models. Several complementary pairings, commonly called "hooks" were listed:

Teacher Student



a) a teacher's critical PARENT messages would (most likely) "hook" the rebellious CHILD messages of the bad student (eg., T = "You'd better do this _____" S = "No, I won't");
b) also, a teacher's critical PARENT messages would "hook" the adaptive CHILD messages of the good student (eg., T = "You'd better do this _____" S = "I know I should. I'll try to.");
c) a teacher's nurturant PARENT messages would "hook" the needy CHILD messages of her students (eg., T = "I can understand your difficulty. Let me help you." S = "I sure do need some help.");
d) a teacher's ADULT messages would "hook" the ADULT messages in her students (eg., T = "What's the next step in the sequence?" S = "We've just finished lesson ____ and are about to move on to step ____.");
e) a teacher's adaptive CHILD messages would "hook" the critical PARENT messages in her judgmental students (eg., T = "I'm stuck here . . . what is supposed to happen in this type of situation?" S = "Hey, don't ask me . . . you're the teacher. You should know that.");
f) a teacher's needy CHILD messages would "hook" the nurturant PARENT messages of her helpful students (eg., T = "I'm not feeling well today. I need your cooperation on this. S = "Oh . . . I understand Ms. _____, I'll take care of it.")[42]

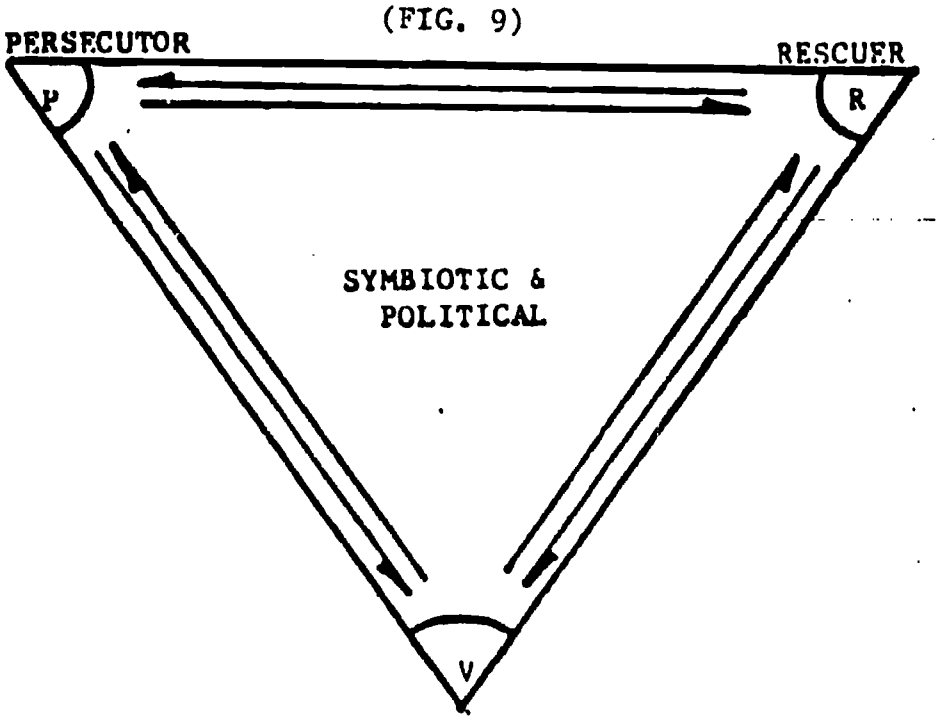
These and other complementary pairings were outlined as examples of uses and abuses of ordinary/automatic responses between teacher and student.

The point was made that when a classroom teacher became aware of these "hooks" (i.e., automatic stimulus-response), he could anticipate the automatic response prior to communicating the triggering "hook." Therefore, if he was about to communicate with a certain student who had a history of being rebellious, instead of sending him a parent-like demand (i.e., a "should") he could consider another form of communication which was less likely to "hook" the student's rebellious response. Other transactions suggested were a) warm (nurturing) recognition of student, b) matter-of-fact (adult) information to the student, c) appealing (child-like) request for cooperation from the student. Teachers have found that a skillful use of selected communication "hooks," coupled with a strategic avoidance of other "hooks" significantly improved the quality of communication between teacher and student.

Additionally, teachers saw that a skillful misuse of complementary transactions (with ulterior motives) led to destructive communication, manipulative responses, and game-playing between teachers and students. Verbal games, particularly, were presented as manipulative misuses of communication patterns and personality roles. Dr. Jongeward stated, "Games always involve the manipulative roles of Victim, Persecutor and Rescuer. One way for people to stop their own games is to stop playing any of these roles."[43]

In T.A., "Games," commonly called game-playing, was described as a set of messages (verbal and nonverbal) designed by a student to manipulate, or "hook," a teacher into a predictable outcome. This end-result, called a "payoff," usually was a bad feeling, a put-down, a con-job, or something of that sort. The art of game-playing was originally described by Eric Berne in Games People Play,[44] and now updated for classroom use by Kenneth Ernst in his book, Games Students Play.[45] Although hundreds of games had been identified, only a few were reviewed for applicability to classroom discipline. Each game was presented as using a manipulative role in what was called the Game Triangle:

THE GAME TRIANGLE * (See footnote p. 17)
(FIG. 9)



PERSECUTOR: One who is overly critical; who sets unnecessarily strict limits on other people's behaviors; who enforces rules sadistically; operates from critical PARENT ego-state and rebellious CHILD ego-state.

VICTIM: One who denies any responsibility for their own actions; who blames others for their consequences; who makes a secondary gain for their misfortunes or their victimization; operates from adaptive CHILD ego-state and needy CHILD ego-state.

RESCUER: One who in the guise of being helpful keeps others dependent; who helps others with a hook on it; who helps others because they need to be needed more than they are; operates from nurturing PARENT ego-state and needy CHILD ego-state.

This illustration from: Stephen B. Karpman, "Fairy Tales and Script Drama Analysis," Transactional Analysis Bulletin, VII, No. 26 (APR. 1968), pp. 39-43.

The Game Triangle* illustrated three psychological roles (or masks) which were utilized by the ego-personality as the mechanism for playing games. Two of the roles were "Topdog roles" symbolizing the perception, "I'm better than you":

a) The Persecutor role - operated from the Not OK Critical Parent or Rebellious Child ego-state; fantasized and projected "I'm OK because I'm right ... You're Not OK because You're wrong" which gave the personality (perceived) license to judge, punish, blemish, revenge, reprisal, persecute.

b) The Rescuer role - operated from the Not OK Nurturing Parent or Needy Child ego-state; fantasized and projected "I'm OK because I'm helpful .:. You're Not OK because you're helpless" which gave the personality (perceived) license to help others when others didn't want/need help, to do for others to maintain their helplessness, to help others to obtain strokes for self, to help others for self-aggrandizement.

The remaining (third) role was an "underdog role" symbolizing the perception, "I'm lesser than you":

c) The Victim role - operated from the Not OK Adaptive Child ego-state; fantasized and projected "I'm Not OK because I'm (either) wrong or helpless ... You're OK because You're (either) right or helpful" which gave the personality (perceived) license to exaggerate their suffering, interpret suffering as destiny, emphasize victimization, abnegate self-responsibility, shift blame to others, manipulate others to satisfy personal needs.

Any student, but some more than others, could figure out several ways to use these roles to manipulate teachers, principals, friends, and parents. Since each of those roles were symbiotically connected with one another, a student would use one role, say that of Victim (operating out of her needy Child-ego) to "hook" a certain teacher's Rescuer role (operating out of his helpful Parent-ego) and play the game "Poor Me." Since the roles of Victim and Rescuer were as automatically responsive as any other complementary transaction, a skillful game-playing student could anticipate that teacher's rescuer response to "Poor Me" and thus assure herself of getting out of an assignment, being late for class, or any other shift in responsibility. Games other than "Poor Me" would utilize other symbiotic "hooks" between any combination of the three roles described in the Game Triangle.

For ease of identification, games were categorized as follows: "Victim Games" were Ain't It Awful (how bad I've got it), Poor Me (helpless and inadequate victim ... says please help me), Kick Me (guilty and repentant victim ... says please punish me), Look How Hard I'm Trying (don't blame me), Gee, You're Wonderful (sucker-ego, if you believe that), Do Me Something (O' Great One, fix me). "Persecutor Games" were Blemish (here's mud in your eye, Mr. Perfect), Now I've Got You, S.O.B. (here's your payback, sucker), If It Weren't For You (it's your fault I feel this way), See What You Made Me Do (it's your fault that I did/decided that), RAPO (seduction, provocation, rejection), Why Don't You ... Yes But (O' Wise One, I'll reject your advice each time), Corner (damned if you do, damned if you don't). "Rescuer Games" were I'm Only Trying to Help You (you ungrateful victim, feel guilty), Courtroom (benevolent judge and jury), Let's You and Him/Her Fight (benevolent peacemaker), Armchair Psychiatry (wise old sage-soothsayer).[46]

* Muriel James and Dorothy Jongward, BORN TO WIN, c 1971, Addison-Wesley, Reading, Massachusetts. p. 81. Reprinted with permission.

Stopping verbal game-playing in the classroom was described as the primary power of T.A. as a discipline technique. Ken Ernst cautioned teachers by stating, "All games played in the classroom need not be turned-off. The potentially dangerous or disruptive games, however, need to be minimized or eliminated when they are detrimental to educational objectives." He continued, "Knowing the name of the game is not important. The important thing is recognizing that something is going on besides the obvious transaction.. Then you know there is an ulterior motive and thus a game ..."[47]

A specific procedure was outlined for classroom teachers to follow when using T.A. as a discipline approach:

1. Identify the problem: "What's going on here?" "What are you doing?" "I see that you're ____ "
2. Self-Analysis: "Where am I coming from?" "What's hooked in me right now?" (mental Step, only)
3. Student-Analysis: "Where is he/she coming from?" "What is he/she up to now?" (Mental Step, only)
4. Situation-Analysis: "What's going on between us?" "What game is being played here?" (Mental Step, only)
5. STOP THE GAME:
   a) Identify the "game" by name if possible;
   b) Identify the expected "payoff" of the game;
   c) Hold back the "game-payoff" from student.
6. Permission to change: "Hey ... it's OK to stop playing these games" "It's OK to play it straight with me (in this class, etc.)."
7. Plan of Action: "What are you (student) going to do about this?" "Do you want to talk about what you can do to change?"

The following is a laboratory illustration and analysis of a teacher utilizing these steps in T.A. as a discipline procedure:

Dialogue	Analysis
T - Mike, I want to talk to you about your late paper. What gives?	Identify Problem
S - I had some problems at home and haven't had time for it.	
T - You've had personal problems at home?	Self-Analysis: "Hook" the Rescuer Parent.
S - My father's been sick ... you know.	Student-Analysis: "Con" Teacher's Rescuer Parent.
T - Mike, I think you're playing a game. It's called CON THE TEACHER.	Game-Stopper: Name of Game
S - I'm not trying to con you. That's the way it is. I didn't have time to do it.	
T - Mike, that's another game. You're trying to make me FEEL SORRY FOR YOU. I know that game and I'm not going to fall for it, Mike.	Game-Stopper: Name of Game, ID payoff, hold-back payoff.
S - (pause) I don't know. Maybe you could give me some more time.	
T - Mike, you're playing games again. It's called STALL THE TEACHER. Give it up Mike. When are you going to have it turned in? What are you going to do about it?	Game-Stopper Permission to Change Plan of Action
S - Well (pause), I'll try to get it in as soon as I can.	

T - I don't believe you, Mike. I suspect this is another game of STALL.	Game-Stopper
S - You don't believe me (loudly) You teachers never believe anybody.	
T - That's another game Mike ... POOR ME. I'm <u>not</u> your other teachers. I care about you.	Game-Stopper
S - I said I'd get it done.	
T - When?	Plan of Action
S - You're not being fair. I have other things to do.	
T - Playing POOR ME again Mike. Give it up.	Game-Stopper
T - Mike (pause), do you want to finish this course?	Permission to Change Plan of Action
S - Yeah.	
T - I will be here this afternoon until 3:45 doing some other things, so I could monitor your work.	Plan of Action
S - OK ... Is that all?	
T - Yep. See you at 3:00?	Plan of Action
S - Yeah ... I'll be here.	

The following dialogue is an actual illustration of a school counselor using T.A. as a confrontive-counseling technique:

<u>Dialogue</u>	<u>Analysis</u>
C - Mark, when are you going to apply for college? It's getting late, you know.	Identify Problem
S - I've been busy lately. I'll get to it.	
C - How long are you going to wait?	Self-Analysis: "Hook" the Rescuer Parent.
S - Well ... you know I've been working 30 hours a week at the gas station.	
C - Mark, I think you're playing a game with me. It's called EXCUSES. I think you're making excuses about college because you don't want to go to college.	Student-Analysis: "Con" Teacher out of Commitment
S - (Long pause) If I tell you the truth, you won't tell my parents will you?	-
C - I'm here to help you, Mark. You don't have to make up stories. It's OK to say what's on your mind. After all, it's your life, you know.	Permission to Change
S - Whew (pause) It's a relief to know you feel that way.	
C - Where can we start?	Plan of Action

Several teacher-reactions to the use of T.A. in actual classroom situations have been recorded. The following are samples of those reactions:

> "In working with my students in the classroom, I was constantly amazed at the number of hooks that were thrown out to distract me. I was surprised how hard students worked at arguing with me as to how helpless and hopeless they were. What was rewarding was to see students

stop their efforts to distract and turn their energy and attention to the problem and not to avoidance of the problem."

"A game that I have encountered often in the library is initiated by a student who approaches me and asks for help in selecting a book to read or a topic for a term paper. I always used to get caught in this game and become very frustrated after every suggestion I gave was rejected. Now, I first ask the student to think of what interests him ... then I give them a list of suggestions to check over."

"Using T.A. with one of my students was quite an experience. It seemed to me that when I stopped the game, which was a POOR ME game where the child was blaming people around her for her outbursts, she stopped and couldn't say anything. This was the first time I've seen her at a loss for words."

"My use of T.A. involved one of my own children at home. He had homework to do and was giving me excuses about why he couldn't finish it. I came from my ADULT and called the game "The Stall." He was really surprised at my tactic, but answered that he was procrastinating. I asked him to let me know how he would solve his problem, and he agreed to do it so he could watch T.V."

"Because most children come to school in the Child-ego, it's helpful to know T.A. Examining my ego has been so timely as I've felt so much Parent of late, and it's tiring. It's important to make sure of balance in the classroom. It's helpful to know your P-A-C — then you're less hookable and therefore in more control."

"Being rather straightforward and expecting others to be the same way, I find it difficult to identify all the games that may be played by my students. However, my understanding of the principles involved in T.A. has helped me become more aware of games ... in general."

Additionally, a variety of teacher perceptions of major advantages and disadvantages of using T.A. as a discipline technique in the classroom have been recorded. In summary, major disadvantages to using T.A. were generalized in two categories: time-consumption and complexity. A majority of teachers reported feeling limited by the amount of time needed to stop verbal game-playing in the classroom. Recognizing that game-players and manipulators came well-prepared with a "set" of games to accomplish their goals, teachers found that identification and confrontation of an initial game often proved to be insufficient, and hence, partially effective. Other teachers found difficulty in the amount of complexity and confidence required for an effective use of T.A. Those teachers reported feeling somewhat overwhelmed by the analytical tasks expected of the teacher. Summaries of major advantages of T.A. were generalized into a single category: potency. Virtually all teachers were impressed with the power of T.A. as a verbally confrontive tool. It was suggested that once those mental/analytical steps were completed, a typical teacher was able to encounter very difficult students with an even chance of successful confrontation. Verbal game-stopping was viewed as a powerful step to terminate manipulative behaviors of several problem students.

REALITY THERAPY

Reality Therapy (hereafter called R.T.) was developed by Dr. William Glasser as his frustrated attempt to break away from orthodox psychoanalysis and psychotherapy in the mid-1960's. A biographical sketch of Glasser revealed that "As a psychiatric resident at U.C.L.A., Glasser met Aaron, a smart, tough eleven year old who had already run through several therapists. Glasser decided that traditional psychiatry, 'interpreting Aaron's anal-retention and oral-aggression,' was only contributing to the boy's desperation. Fumbling for a better approach, Glasser sat Aaron down and told him to start behaving or else . . ."[48] Glasser's stern confrontation of Aaron, coupled with his firm views of objective reality surprised the child and triggered Aaron to wake up. Glasser and Aaron became involved and the boy's behavior changed quickly and drastically. It was reported that within three months Aaron was discharged from therapy. This experiment, and subsequent explorations, disenfranchised Glasser from the psychiatric-psychoanalytic community, thus making him available when the California Youth Authority asked him to be head psychiatrist at their Ventura School for Girls. At Ventura, Glasser worked with juvenile delinquents and perfected his straightforward approach called Reality Therapy.

In 1962, Glasser published Reality Therapy[49] which outlined his basic philosophy on reality, responsibility, and the roles of right and wrong behavior. In that text, Glasser distinguished his helping approach from other traditional therapies, and by 1965 was experimenting with R.T. in the Watts public schools in Los Angeles. This experimental work led Glasser to subsequently publish Schools Without Failure[50] in 1969. He believed then, as now, that schools allow irresponsibility in academic and behavioral performance. Professing that schools should stimulate children to solve their academic and social problems, Glasser advised that his ". . . ideas were simple, but the implementation was hard."[51]

As a cognitive-behavioral approach, R.T. was placed to the right of center on that "human relations continuum" cited earlier (see Fig. 1). Its behavioral aspects involved many features of behaviorist philosophy: cause and effect dynamics in relationships; all actions had consequences; importance of change in student discipline; behavior change eventually led to attitude change; primacy of responsible choices in student behaviors. This last feature revealed that a cognitive aspect of R.T. was the importance of "responsibility" in human choices and decision-making.

As a behaviorist, Glasser believed that people chose to do what they did (regardless if it was a conscious choice, or not), and since all actions had fairly automatic consequences, people also chose their consequences. Therefore, if a student could learn to anticipate consequences, he could choose an appropriate behavior which would earn him his desired consequence. This decision-making process was called the "behaviorist choice" and represented the ultimate in responsibility.[52] It was advanced that this version of "responsibility," commonly called maturity, was a learned trait and could be taught to students who lacked it.

The theory of Reality Therapy was introduced through a discus ·n of what Glasser labeled as the "three R's," namely, Reality, Responsibili and Right and Wrong. In his earlier book,[53] Glasser asked the question, What is realism? In other words, what were the realities of normal, social life as we live it today?

Fashioning himself as a practical theorist, Glasser's theory appeared to be simple conclusions of his many and varied observaitons of normal human behavior and interaction. He observed a variety of factors which comprised his description of "Reality." First of all was his observation that we live in a conditional society, the recognition and acknowledgment that individually and collectively we

place conditional limits upon ourselves and others in the world. Notions of conditional acceptance or unconditional positive regard notwithstanding, Glasser perceived that parents, teachers, counselors, etc., usually placed clear (or hidden) limits upon students and children. These limits were viewed as normal statements of human expectations and reactions to one another.

Glasser saw that people had a tendency to approve of behavioral choices and patterns which appealed to them, or seemed right and appropriate, while disapproving of those choices and/or patterns which were unappealing, seemed wrong or inappropriate. Earlier, other researchers had examined this concept of conditionality and its effects upon school children's concept of themselves, their achievement in school, and their behavior. These studies revealed a positive correlation between school children's perceptions of their classroom teacher's feelings toward them and their perceptions of themselves. Drawing a strict cause-and-effect conclusion from their findings, researchers claimed that, "Children's perception of their teacher's feelings toward them was correlated positively and significantly with their own self-perception. The child with the more favorable self-image was the one who more likely than not perceived his teacher's feelings toward him more favorably . . . The more positive the children's perception of their teacher's feelings, the better was their academic achievement and the more desirable their classroom behavior."[54] Although these and other findings led some theorists to examine the quality of teacher behavior as being nourishing or injurious to a child's self-concept and growth, Glasser simply recognized that relationship and attachment between teacher and pupil was a statement of "Reality."

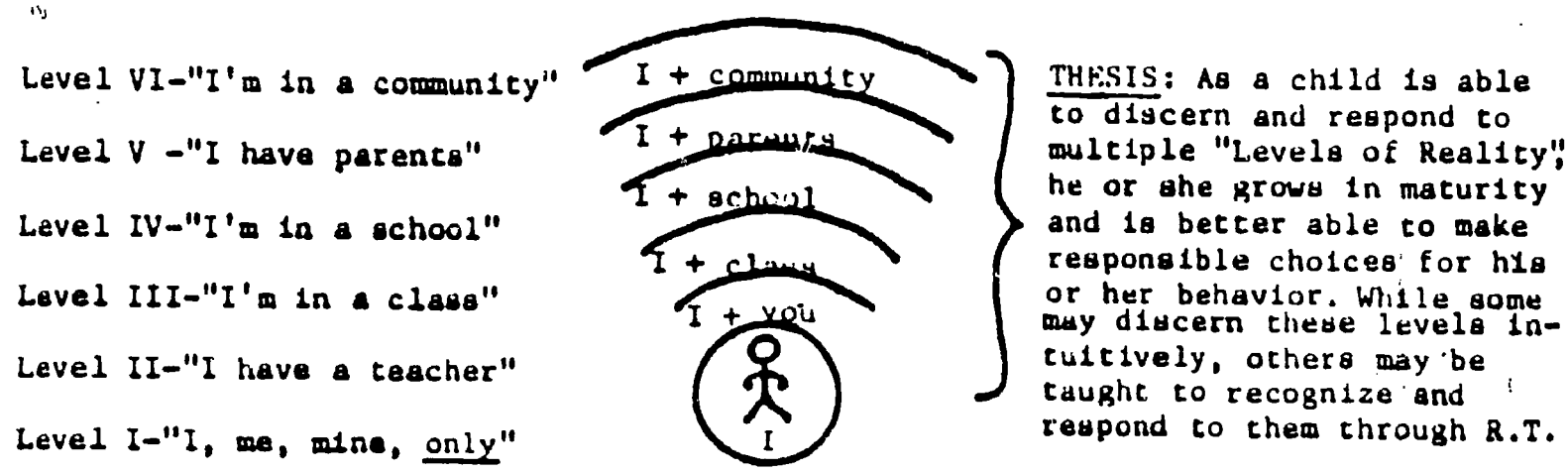
Another observation made by Glasser was that <u>all</u> actions had automatic and predictable consequences. Fitting squarely into the stimulus-response theory held so firmly by classical behaviorists,[55] Glasser saw that one's reaction to another, let's say a teacher's positive response to a student's positive behavior, or collectively, a school or community's response to rule-breaking, theft, vandalism, etc., were <u>all</u> natural, automatic, and fairly predictable. Glasser named these responses natural consequences and viewed them as another statement of "Reality." With this in mind, a simple theory of maturation was proposed through which adults could teach children how to be more mature and make responsible choices. Although discussed more fully under the section on responsibility, it may be previewed here. The following proposition was made with respect to stimulus-response theory and Glasser's observations of actions and their consequences:

> "It may be supposed that if <u>all</u> actions had concrete and natural consequences, and that those consequences were fairly automatic and predictable, then we may say accurately that when a child chose a specific action he/she was, in turn, choosing that action's specific and unalterable consequence: A + B = C
>
> Activity + Behavior = Consequence.
>
> Therefore, as long as C (consequence) was firm, consistent and dependable, then one could be taught to acknowledge and anticipate the consequence and then work backward to determine choices of B (behavior) and A (activity); thus affirming that positive choices of A & B, would yield a positive C, and vice versa."[56]

While some children appeared to intuitively know and command this process, many did not. Therefore, Glasser's observations presented a key for instruction in mature decision-making for those pupils who lacked this important skill.

A third observation of "Reality" made by Glasser was that in our society, we were all undeniably locked together as a social system. In other words, everything that one did directly or indirectly affected everything/everyone else. This social system's perspective, observed and espoused by Glasser, met with conflict on subsequent observations. Glasser understood that for different, but interrelated, persons there were different perceptions of "Reality." Even though he saw the undeniably existential fact that persons do affect other persons (eg., parents to their children, sibling to sibling, students affected other students plus the classroom teacher), he had to admit that parallel and equal to that fact was another: many irresponsible, unaware, and impulsive persons were not in touch with effects that their actions had on others.

Glasser argued this point in a film entitled Dealing With Discipline Problems[57] when he suggested that teachers need to get a value judgment from students when they were involved in inappropriate behavior. He continued that this judgment may be elicited by asking the student "Is it (behavior) helping you? Is it helping your friend? Your parents? Your school? The community?" His strong suggestion here was interpreted as acknowledgment that a child could get stuck on one reality level and thereby forget that her behavior affects others on more interpersonal and communal levels of Reality. In order to illustrate this concept of interrelating and overlapping levels of Reality, the following diagram was used:



(FIG. 10)

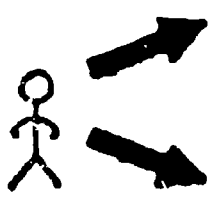
The second R, namely "Responsibility," was proposed as the major theme for this approach to discipline by the affirmation "responsibility led to good discipline." This motto clearly distinguished R.T. from two earlier approaches discussed in this paper (i.e., T.E.T. and T.A.) which introduced that philosophies of democracy and understanding, respectively, led to good discipline. The theme of responsibility also separated Glasser from other strict behaviorists in that it emphasized an element of human choice in behaviors and activities. Likewise, responsibility further assumed that each individual had the capacity to make responsible choices in most situations provided certain conditions were met. Those conditions were explained by Glasser as the two basic human needs: love and worth. Love was conceptualized as caring, affection, strokes, warm regard, and compassion, necessary both intrapersonally and interpersonally. Glasser observed that love was basic in human relationships and all persons needed to give and receive love . . .

so much so that whatever a person did, he (in some way) sought affection or caring from others. Worth, the second human need, was viewed as a necessary perception by oneself and by significant others with respect to "Am I OK? Am I somebody to you? Am I worthwhile to you?" Glasser saw that the need to be seen as worthwhile was basic in human nature . . . again, so much so that whatever a person did, she (in some way) sought to view herself and be viewed by others as OK, worthy of respect, successful, competent, and worthwhile. When those conditions were met, Glasser affirmed that one could (and would) make responsible choices.

In an earlier text, Glasser outlined his unique definitions of responsibility and irresponsibility by advancing that, "Responsibility, a concept basic to R.T., was defined as the ability to fulfill one's needs, and to do so in a way that did not deprive others of the ability to fulfill their needs . . . a responsible person did that which gave him a feeling of self-worth and a feeling that he was worthwhile to others . . . When a responsible (student) says that he will perform a job for us, he will try to accomplish what was asked, both for us and so that he may gain a measure of self-worth for himself. An irresponsible (student) may or may not do what he said, depending upon how he felt, the effort he had to make, and what was in it for him. He gains neither our respect nor his own, and in time he will suffer or cause others to suffer."[58] Other examples of irresponsible students were those students who: a) were not able to do what was necessary in school to fulfill their own needs of love and worth; b) were able to fulfill their needs, but did so in a way that deprived others of the ability to fulfill their needs.

Glasser perceived an intimate and reciprocal relationship between love and discipline. Elsewhere, he stated, "Love must always have an element of discipline." In other words, he proposed that when one cared about another person (eg., student to teacher), then that caring promoted a desire to maintain appropriate conduct; likewise, that appropriate conduct was usually perceived as a symbol of love and that reinforced the caring . . . in both directions. The point was made by Glasser that love always contained an element of worth, for a person (eg., classroom teacher) who loved and was loved usually felt worthwhile and that feeling of worthiness and worthwhileness generally promoted a greater capacity to give love to others. It was this intricate and intimate connection that Glasser sought under the heading of "Responsibility."

Of primary importance to Responsibility then, was one's ability to make right choices of behavior and activities. This was illustrated in the following diagram:



(FIG. 11)

It was argued that a student was confronted countless times each school day with the choice to choose which way to go: responsibility or irresponsibility. This choice of paths was viewed as a signal of that child's maturity. Frankly, it has been observed and reported that some students had a greater capacity to figure it

out more than others. Some had intuitive ability to sense what behaviors and activities would, if undertaken, be helpful to themselves while not being harmful to others. Those students were usually rewarded for their intuition, thereby reinforcing those patterns. Other students demonstrated a learned capacity to assess the relevant consequences for different behavioral choices while adjusting their decision-making to obtain their desired consequences. These students, also, were usually rewarded for their sensible and responsible decisions, thereby reinforcing those patterns. Still other students, though, demonstrated neither an innate intuitive capacity to figure it out, nor a learned ability to do the same. These students, unfortunately, were viewed as recipients of three types of consequences. First, they were generally punished for their wrong choice of behavior. Punishment, disfavored by Glasser, often served to reinforce the unwanted behavior rather than rectify it. Secondly, they were generally labeled as immature and/or irresponsible. The act of labeling often served as an attribution which, paradoxically served to reinforce the negative self-concept rather than repair it. Lastly, they were often left uninformed as to what to do to make better choices in the future. This final consequence often left the unaware child as uneducated as he was prior to making his initial misjudgment. It was toward these three consequences that R.T. made its major thrust. This third R, called "Right and Wrong" behavior completed Glasser's theoretical matrix for Reality Therapy.

Three categories of "Right and Wrong" behavior were presented to classroom teachers: moral, legal, and conventional.[59] They were presented as distinctly different, but overlapping, views of Right and Wrong. Moral rights and wrongs were presented as having an absolute quality to them. Judgments and decisions in this category were undeniable and tended to last over long periods of time. Most issues of morality were formulated by great historical teachers, mostly religious and theological, with a few exceptions in areas of philosophy and logic. Moral judgments were most often value-based and assumed the highest level of authority.

Although it appeared questionable as to why moral judgments were relevant to this discussion, it was pointed out that many, if not most, school systems expected teachers to educate pupils on moral behavior. One state's code read, "It shall be the duty of all teachers to endeavor to impress on the minds of their pupils the principles of morality, truth, justice, temperance, humanity, and patriotism; to teach them to avoid idleness, profanity and falsehood; to instruct them in the principles of free government and to train them up to the true comprehension of the rights, duty, and dignity of American citizenship."[60]

With respect to R.T., the question was asked, Was Glasser a moralist? While disavowing that role, Glasser advocated that, "Some people accept and others reject R.T. because they misunderstand this principle of morality. Some believe that the (teacher) acts as a moralist, which he does not; he never tells anyone that what he is doing is wrong and that he must change. The (teacher) does not judge the behavior; he leads the (pupil) to evaluate his own behavior through his involvement and by bringing the actual behavior out into the open."[61] In spite of these strong convictions, however, many teachers saw an inconsistency between Glasser's writings, films, and actual practices. Many reported a mixed obligation to fulfill the state's mandate, while pretending to be a non-moralist as Glasser seemingly prescribed.

The second category presented was legal rights and wrongs. This viewpoint on right and wrong behaviors was presented as having tangible, immediate and more concrete standards and consequences. Legal rights and wrongs were recorded in federal, state, and local documents and were viewed as providing the official level of authority. These rules, regulations, and consequences applied not only to citizens of the school community, but all citizens of the community in general.

A recent study completed in school districts of one midwestern state revealed that a relatively low percentage (5-10%) of all school violations occurred in this area of legal offenses. This included violations such as assault, vandalism, possession of illegal drugs, weapons, etc. This same study reported equity in proportion of the rates of referral and suspension of White versus non-White students in this category of legal offenses and violations. Researchers reported that ". . . Students behaved similarly with respect to those (legal) offenses — that Black youngsters were being referred about their proportion in the (school's) enrollment, as were White youngsters and other minority youngsters. This was especially peculiar since these were the offenses that were most likely to be referred because they were the most serious and they were also those that were most likely to be challenged by parents or youngsters if they were mistaken or inaccurate since they may result in referral to the juvenile court."[62]

The third category was described as conventional rights and wrongs. These were rules, regulations, and consequences made and enforced for the convenience of the school community; therefore, these rules were applicable and enforceable in the school community, only. Student violations in this category of conventional rights and wrongs have been labeled friction offenses and make up a greater share (35 - 50%) of student violations. The above mentioned study reported that ". . . Rule violations represented technical rules of the school environment that were not enforced anywhere else. . . That was not to suggest they were not appropriate for the school environment, they were just peculiar to the school environment. So you found things like not running in the halls, taking off your hat when you come into the building, and picking up your scraps and material in the cafeteria after you've eaten. This category was what we called friction offenses. These friction offenses had two characteristics. First of all they tended to take less than physical conflict between actors in the school environment; and secondly, they were highly subjective offenses. That means it depended on whom you asked (i.e., teachers or administrators) what the definitions of those offenses were. They were offenses like insubordination, defiance of authority, verbal abuse, profanity . . . They were highly subjective and they indicated conflict between actors in the school environment."[63]

Earlier studies forecasted these views by arguing that, "Friction offenses accounted for from 51% to 36% of suspensions in the junior high schools and from 19% to 23% of suspensions at senior high schools." With respect to the issue of disproportionate referral and suspension of minority pupils, the findings concluded, "The greatest disproportionality (of referrals and suspension of Black to White students) was generally found in the friction categories and not the legal areas. Black and White students were referred for legal offenses at a rate proportionate to their respective enrollments."[64]

Considering these conclusions, it appeared as though modern educators could not avoid issues of disproportionality, morality, legality, conventionality. In spite of R.T.'s advancement of neutral objectivity in these affairs, classroom teachers had to admit that schools ran by rules, produced their own regulations, and enforced them subjectively as well as objectively, disproportionately as well as proportionately.

R.T. approached the matter of rule-making and rule-enforcement systematically through what Glasser called, "Five elements of effective discipline." In this system, he prescribed what a school community should do to create and maintain a safe, orderly, and helpful environment. These elements were outlined as follows:

1. The school must be a good place. This was explained as a place where adults and children get their needs met, where both teachers and students want to attend because it fulfills and nourishes them.

2. Everyone must know the rules. By this order Glasser emphasized the necessity of publicizing rules at school. It may be argued that one's chances of having rules obeyed are greatly enhanced by making them public.

3. Everyone must help make and agree with the rules. This was a controversial order. Teachers questioned its validity by arguing against most students' capacity for self-government. They cited that consensus agreement among adults at school could not be guaranteed in most instances, much less the students.

4. Rules must be changeable. This was explained as the need to insure that rules could and would be timely, relevant, and not etched in granite.

5. Rules must be enforced consistently. This was a suitable finale to the five elements. The vast majority of teachers agreed with the necessity of fairness and consistency in enforcement of school policy.

Glasser was quoted as affirming that, "You can't exist without rules . . . but they should be reasonable. They (rules) should be changed when conditions change . . . They should, when possible, be decided upon jointly by faculty and students, and they should be enforced."[65]

The technique of R.T. represented the system for enforcing rules and regulations in schools. The technique was called the "Seven Steps of Reality Therapy," and was outlined for classroom teachers in the following sequence:

1. Be Personal: an involvement step which secured an I-Thou relationship between teacher and student. While not implying a friendship relationship, this step prevented teacher and student from constructing a wall between them.

2. Deal with Present Problem: an acknowledgment and acceptance step which could be confrontive to the student. This step required the student to acknowledge that he/she was involved. Avoidance or denial could be anticipated at this state. Questions would be, "What happened?", "What's going on here?", "What did you do?"

3. Get a Value Judgment and Discuss Consequences: the first of three "responsibility" steps. Several writers viewed this step differently. Some suggested "Give (the student) your value judgment," while others said "Get a value judgment (from student)," while still others suggested ,"Give and Get a value judgment." Any/all of these versions were advanced as appropriate with different teachers, with different students, in different settings. Added was a brief review/discussion of the relevant natural consequences in the situation. Questions would be "Is this helping you get what you want?" "Was that the right thing to do?" "Is this what you should be doing?" "Was that right?"

4. Develop a Plan: the second of three "responsibility" steps. This was an action step designed to insure a change of behavior and/or activity. When a plan was secured from the student, then he/she had a personal investment. When this was not possible (as with many primary students), then the teacher had to help in planning a

change of behavior. Those plans which were successful were plans which were small in scope, of short duration, reasonable and achievable, designed to change behavior and not to punish. Questions would be, "What do you want to do?" "What are you going to do?" "How are you going to change that?" "How can you go about this in a different way?"

5. Get a Commitment: the third of three "responsibility" steps. This was a contractual step designed to insure commitment to change from the student. This step was accomplishable through a signed agreement, a handshake, or verbal agreement between teacher and student to work together. Questions would be, "When will you start?" "When can we get together for a follow-up talk?"

6. Accept no Excuses: the toughness of the method. This step fulfilled Glasser's firm conviction that planning to change behavior was better than making excuses for not changing behavior. Therefore, rather than soliciting an excuse by asking "Why was the plan not completed?", the Reality Therapist considered excuses as alibis and sought to extinguish them. Pertinent statements and questions would be, "I don't want to know why you can't do it, I want to know what and when you are going to do it. Could you make a new plan that will work the next time? Could you make a new commitment and attempt the plan again?"

7. No Personal Punishment: the fairness of the method. This step fulfilled Glasser's firm, but often confusing, conviction that while punishment was not necessary to change or correct behavior, natural consequences which were automatically tied to inappropriate behaviors or activities were appropriate and fair. As such, those consequences would not be avoided but allowed to occur provided several conditions were met: a) that the consequence was relevant to the behavioral problem; b) there was consistency in application of consequences; c) that consequences were known to the students; d) consequences were carried out unemotionally and designed to correct behavior and not degrade or impugn the student's character.[66]

The following illustration of R.T. technique in a laboratory setting was recorded. It contained teacher-student dialogue accompanied by an analysis.

Dialogue	Analysis
T - You seem to have a problem dropping things today.	Be personal
S - It wasn't my fault. It was an accident.	
T - This accident is a problem because it disrupts the class.	Present problem
S - I didn't mean to do it. It just happened.	
T - Do you feel that having these accidents do you any good? Or the other children?	Value judgment
S - No!	
T - What happens when you have these accidents?	Discuss consequences
S - Things get broken. But I didn't do it on purpose.	
T - What else happens?	Consequences
S - I get in trouble.	
T - Do you like it when that happens?	Value judgment
S - No!	

Dialogue	Analysis
T - How can you avoid this in the future?	
S - I'll try to be more careful.	Develop a plan
T - Not enough . . . How are you going to do that?	
S - (pause) I'll stay in my seat unless I need to sharpen my pencil and then I'll go around the desks instead of between them.	Develop a plan
T - That sounds like an excellent idea. How about starting the plan now, and we'll talk again after lunch.	Commitment
S - OK.	Commitment

Also recorded were teachers' reactions to their use of R.T. in classroom and home situations:

> "I have found this method easy to use and successful when students are sent to me for classroom misconduct. For example last week a teacher in our building who was running out of patience with a student who had been allowed to disrupt the classroom throughout the year sent the student to the office. I first asked, "What happened?" He explained he threw the airplane. I asked if it was alright for him. He said it was fun. We then talked about the other students and the teacher. He explained that it was a bother to the others and made his teacher angry. I gave my opinion that it was not only dangerous but demonstrated a lack of concern for the others in the class. I asked what he planned on doing in order to convince his teacher that it wouldn't occur again. He suggested that he would talk with the teacher and write a note to his parents that we could send home if he throws anything in class again. I suggested that he write the note right away and show a copy of the note to his teacher. I asked him when he would talk to his teacher. He said right away. He and the teacher were able to conduct the conference. Not only has he stopped throwing paper, but the teacher, who generally likes severe penalty for such offenses, was pleased.
>
> "I have had many classroom opportunities to use R.T. and have been quite satisfied with its results. It is a fairly quick, cut and dried method and since it focuses on behavior rather than directly on the person it works well as a non-threatening disciplinary tool. The only drawback I have experienced with R.T. is that the results are sometimes short-lived and require a second and possibly third interview. I appreciate the fact that I can confront a behavior problem with a student and we can jointly consider consequences. I have found it works well as a motivator to change behavior and I feel it is an effective, easily administered disciplinary technique that helps a student become more responsible in meeting his/her needs."
>
> "I have really been having success with R.T. and my little kids. They want to make the right choices and often do not see the consequences of their wrong choice. When consequences are pointed out, they quickly change their mind. This is a good technique because it allows them to solve their own problems. R.T. works well with my irresponsible and impulsive children."

"I find that I have been using R.T. and not knowing it for a long time. I have told my entire class about the choices available and that they have the right to choose their consequences. Confronting their misbehavior has been effective because I was already involved with them for a long time. R.T. is particularly effective to let students experience the natural consequences of their actions."

"After having stopped at the famous 'Golden Arches' for a coke, we were riding down the freeway when my son shot a spitwad at his sister in the car. She squealed loud and clear. I calmly said, 'What are you doing?' He responded, 'I shot a wad at her.' I said, 'Did that help your sister?' He said, 'No.' I said, 'Is that helpful to me?' He said, 'No.' I said, 'What can you do about that?' He said, 'I won't do it again, mom!' I said 'Thanks son -- I'll appreciate that.' And the incident ended."

"My personal experience with R.T. has been varied. I have a son who often loses or misplaces things. He would like to change, but is unable to form a plan more specific than, "I'll be more careful next time, mom" . . . which is not really a workable plan. I hope to use this method to help him see that certain behaviors cause him grief, and are best avoided."

"My daughter has not come up with a situation where I feel that R.T. would be useful. She is adept at changing the subject and dragging up old business. Repetition of here-and-now focus has been helpful, but I want to incorporate the concept of A + B = C in my discipline with her. It is important that she know the consequences for her behavior, and that I am consistent in carrying them out."

Over the past decade, hundreds of teachers have echoed their approval of R.T. as a workable and usable technique for successful discipline. Many have varied their opinions as to major advantages and disadvantages of R.T. Generally, it was argued that the major disadvantage of Reality Therapy was too much time was required for successful and meaningful intervention with students. Additionally, there was no assurance that children would be able to plan for change responsibly, thus limiting the effectiveness of the method with certain students. Contrastingly, teachers confirmed several major advantages to using R.T. One was importance of the concept and utility of responsibility, a view held as vitally important in successful discipline. Other advantages were use of clearcut rules and consequences, coupled with a non-acceptance of excuses for misbehavior. Ironically, this last advantage of not accepting excuses was viewed both as an advantage and disadvantage. While some teachers heralded its toughness and firmness as fair and vital, others argued against this feature citing numerous cases of legitimate excuses and misfortune.

ASSERTIVE DISCIPLINE

Assertive Discipline (hereafter called A.D.) was introduced as an educational adaptation of Assertion Training. Deeply embedded in the behavioral school of counseling, Assertion Training was an approach designed to help people learn how to express their wants, needs and feelings more effectively. Its modern adaptation, called A.D., was pioneered by author-educator Lee Canter as an attempt to enable teachers to stand up more assertively for their rights, while not abusing the

rights of their students. While much was made regarding special rights of students, Canter clearly distinguished what he saw as special rights of every classroom teacher:

1. The right to establish a classroom structure and management system which provides a satisfactory environment conducive to teaching and learning.

2. The right to determine and request appropriate behavior from students which meet the teacher's needs as a professional person.

3. The right to ask for help from parents, school administration and community when the teacher needs assistance with a problem student.67

Protection and fulfillment of these rights guaranteed, according to Canter, fulfillment of children's rights, teacher responsibilities, and educational objectives.

Canter argued his position in the film entitled, ASSERTIVE DISCIPLINE IN THE CLASSROOM when he stated, "In order to grow educationally, socially, and emotionally, children need to know what response there will be to their behavior by the teacher, both positive and negative."68

Representing an absolute-behaviorist approach to classroom discipline, A.D. was placed to the right of R.T. near the behaviorists end on that "human relations continuum" cited earlier (see Fig. 1). As a behaviorist representative, A.D. embodied the following principles: compliance leads to good discipline; all behaviors, both positive and negative, have consequences; firm limits will control behavior; consistent responses will reinforce positive behaviors, while modifying negative behaviors; finally, a change in student behavior will lead to eventual change in student attitude.

In his popular book Assertive Discipline, Canter was asked, Why was it that teachers had such difficulty with students? What caused their feelings of powerlessness? What caused their quick and frequent burn-outs? What happened? Canter's response to these questions was summarized in three major areas: increased student difficulty, decreased teacher preparedness, myth of the good teacher.

Canter argued that students were stronger, more defiant in some cases, rebellious and resistant in others. He suggested that today's teachers were asked to do a job for which, in most part, they were not trained to do. Canter disclosed that, ". . . the status of the teacher as authority figure had declined in recent years. It was no longer fashionable to be the rigid, authoritarian, traditional, disciplinarian of bygone days. Instead psychology, namely the philosophies of Doctors Freud, Skinner (Behavior Modification), Glasser (Schools Without Failure), and Gordon (Teacher Effectiveness Training) had been brought into the classroom. These philosophies of discipline have had a major impact upon contemporary teachers. Today's teacher must contend with the Myth of the Good Teacher. This myth placed a burden of guilt upon teachers who encountered problems with their students. According to this myth, if they were really good they wouldn't have (discipline) problems. These guilt-ridden feelings tend to keep teachers from asking for the help they need with certain students."69 It was advanced that these responses and principles cited above provided a major impetus for the current popularity of Assertive Discipline with classroom teachers.

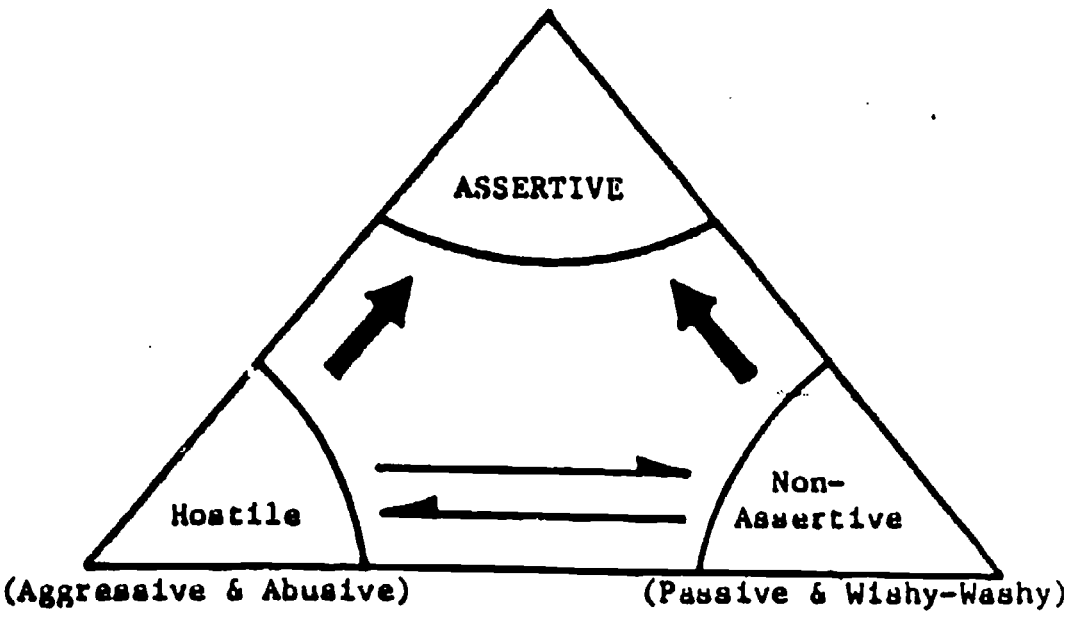
However, there were two prevailing misconceptions of A.D. observed over the past few years which deserve discussion prior to reviewing the theory and practice of Assertive Discipline. The first of these two misconceptions of A.D. was introduced under the heading "Assertive Punishment." This concern was raised in response to an observation that many teachers and administrators lost sight

of the quality of balance between positive and negative strategies and consequences inherent in Assertive Discipline. Many school administrators, as well as classroom teachers, used considerable energy designing the negative half of A.D. strategy, while leaving unattended those strategies and rewards which were meant to reinforce positive behaviors of students.

Teachers were reminded of Canter's thesis of balance as being important in an effective A.D. system. This requirement for fairness was echoed elsewhere in support of Canter's position, "A school's discipline program sets standards for behavior and prescribes how the school will respond to violations . . . Basic notions of fair play require consideration of those special needs on occasions when infractions of school rules occur. Thus, a school's discipline program needs to be both just and humane. Its aim is to teach rather than to punish."[70]

The second misconception was advanced as "Aggressive Discipline." It was explained that there was a difference between assertiveness and aggressiveness. The question was asked of Canter, What do you mean by assertive? Citing the dictionary definition of the verb assert as . . . to state or affirm positively, assuredly, plainly, or strongly, Canter enunciated his operational definition of an assertive teacher as "One who clearly and firmly communicated her wants and needs to her students and was prepared to reinforce her words with appropriate actions. She responded in a manner which maximized her potential to get her needs met, but in no way violated the best interests of her students."[71] The key to the assertive — aggressive distinction rested with that final condition: violation or non-violation of students' interests. When there was a violation of students' rights, humanness, or best interests, then one was involved in "aggressive communication."

Called the hostile response style by Canter, aggressive communication occurred when the teacher expressed herself to students in a manner which abused their rights, feelings, and best interests as human beings. He identified three typical response styles used by teachers in the classroom setting: hostile, non-assertive and assertive. Both hostile and non-assertive styles were advanced as being ineffective and potentially damaging to the teacher-student relationship, as well as educational objectives. They were diagrammed in the following manner:



(FIG. 12)

The non-assertive style was also known as passive or wishy-washy, in which the teacher did not clearly express his wants, needs, and feelings. Nor was he prepared to back up his words with appropriate and necessary action. It was argued that a non-assertive reaction plagued some teachers when students were involved in both appropriate and inappropriate behaviors. Examples used were when students did what was wanted by the teacher, he ignored them and did not clearly communicate his pleasure and acceptance to them, thus extinguishing their positive behaviors. In like manner, when students rebelled or deviated from what the teacher wanted, he felt powerless to deal with their misbehavior and made a few futile attempts to plead and coerce for change in behavior. Futility, insecurity, and personal weakness marked this style, regardless of the form of student conduct.

Contrastingly, when those futile, non-assertive attempts failed to achieve desired results many teachers resorted to the opposite response style . . . hostility. Put forth earlier as an ineffective form of aggressive communication, the hostile response style served to meet the teacher's needs at the expense of his students. When student conduct was inappropriate, defiant, or rebellious, the hostile teacher resorted to anger, physical abuse, blaming, and psychologically damaging "You _____" messages, all designed to berate and punish the child for misbehavior. As forestated, overt negative reactions had a paradoxical effect of reinforcing the unwanted behavior; therefore, the hostile teacher inflamed the child's defiance or reprisal and thus reinforced repetition of the precise behavior that was undesirable initially.

Likewise, when students behaved appropriately, the hostile teacher remained compelled to communicate his anger and resentment toward his students. Instead of rewarding or acknowledging their conduct, he (most likely) responded with sarcastic or cynical remarks which ultimately served to degrade his students' attempts at compliance and obedience. Canter viewed both of these response styles as ineffective and damaging.[72]

The A.D. prescription for these flaws in communication was presented as the assertive teacher. He or she was described as having numerous traits, none of which had anything to do with physical size or sex. The assertive teacher did the following:

1. She had positive/high expectations of her ability to influence the behavior of her students;

2. She examined her wants/needs as a teacher frequently to ascertain and determine what she wanted and needed from her students;

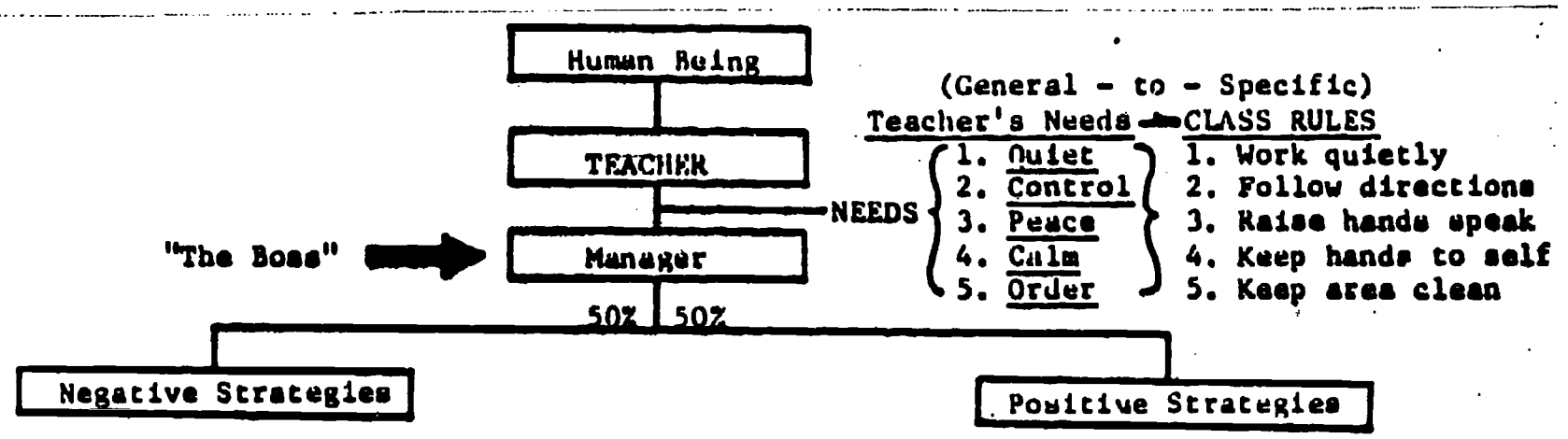
3. She clearly and positively stated to her pupils what behaviors were acceptable and unacceptable to her;

4. She developed a plan to enable her to respond quickly and affirmatively to her students' appropriate and inappropriate behaviors.

It was suggested that some teachers followed these guidelines intuitively, sporadically, inconsistently . . . usually on good days or in crisis situations which demanded firm, clear responses. However, A.D. asserts that a classroom teacher may adopt these traits permanently, and thus make them a part of her professional package.

A.D. theory introduced a theoretical model which enabled classroom teachers to attain those qualities of the assertive teacher. Expanding on a statement made by Canter that ". ... The teacher is the boss in the classroom,"[73] an organizational chart was presented to illustrate the concept of teacher as boss:

"TEACHER AS BOSS OF THE CLASSROOM"



1. Pre-Set Consequences
   a)Co-ord with Admin + Parents
   b)Presented as "Behavioral Choice"
2. Negative Assertive Communication
   a)Use check system daily
   b)Use "Broken Record" technique
   c)Use consistently, unemotionally
3. Follow-Up Action
   a)Pre-planned by the teacher
   b)Co-ord with Admin + Parents
   c)Use action instead of words.

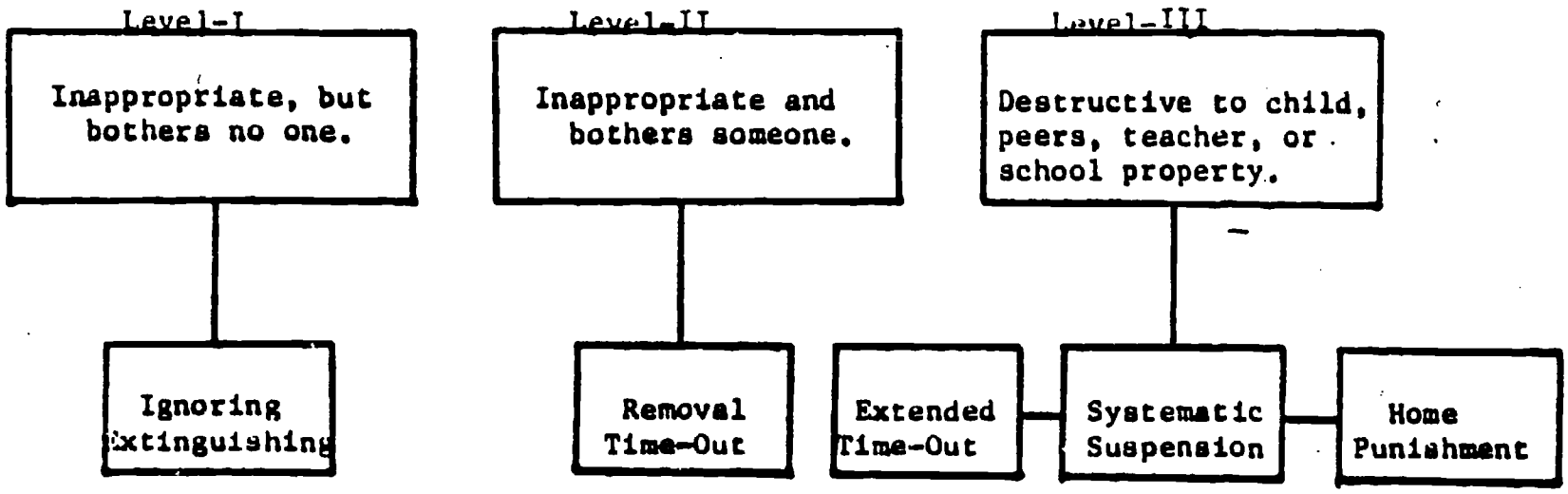
1. Pre-Set Rewards
   a)Co-ord with Students + Admin + Parents
   b)Presented as "Behavioral Choice"
2. Positive Assertive Communication
   a)Use Strokes & Check system daily
   b)Use special awards & privileges
   c)Use consistently, appreciatively
3. Follow-Up Action
   a)Pre-planned by the teacher & students
   b)Co-ord with Admin + Parents
   c)Special contact to Parents

(FIG. 13)

A.D. theory emphasized the importance of balance throughout the classroom management model. Canter affirmed this proposition in the statement, "For a discipline system to be effective, there must be a balance between positive and negative consequences. Children must have a choice of behavioral options and resultant consequences."[74] It was demonstrated that when this balance was achieved, students would comprehend the logic of the system and eventually figure out their choices and consequences so as to activate the positive strategies of the system instead of the negative.

Negative strategies were viewed as an assertive form of limit-setting for control of behavior. This was consistent with the model of letting students know their teacher's limits and expectations. Step one of this strategy was to publish a set of class or school rules which accurately reflected specific needs of the classroom teacher. Proposed as a simple, but brief, listing of specific behaviors from students, these rules were accompanied by a hierarchy of negative consequences and presented to students as their behavioral choice. As long as the consequences were pre-published and automatically tied to behavior, it could be argued that by choosing a certain behavior a student chose its resultant consequence.

Negative consequences were designed to be uncomfortable and disagreeable to students, but not dehumanizing. As long as the element of behavioral choice was present, whether perceived or unperceived by students, their rights as human beings were protected. Classroom teachers could then apply those consequences firmly, fairly, unemotionally as a non-hostile response designed to correct the student's maladaptive behaviors. Canter delineated a variety of negative consequences which were designed to correct or eliminate inappropriate behaviors:[75]



(FIG. 14) *

Each of those consequences illustrated above were introduced as an appropriate consequence for the level of problem behaviors. Not intended as being conclusive, this list was expanded to include a variety of consequences: time-out in another classroom, detention after school, loss of free time, loss of special privileges, principal's office, corporal punishment, in-school suspension, at-home suspension, and finally, permanent expulsion. Teachers were advised to examine their hierarchy of consequences to make certain that each consequence, while being disagreeable and uncomfortable for students, was comfortable or at least tolerable for the teacher. In this way, negative consequences for students were not punitive for the teacher..

Positive strategies were introduced as an assertive form of positive reinforcement for appropriate behavior. Personal strokes, teacher acknowledgment and a hierarchy of rewards were viewed as behavior-modification and reinforcement strategies, and not bargaining. Step one of this strategy was to develop, with input from students, a set of reasonable and appropriate rewards which would serve as positive consequences within the management system. This reward hierarchy was designed to accompany those rules discussed earlier. When presented with class or school rules, rewards, or positive consequences reemphasized the element of behavioral choice in students' determination of their actions in the classroom.

As long as that element of behavioral choice was present, teachers could apply those positive consequences fairly and consistently as an automatic reward to students' correct choice of appropriate behaviors. Canter suggested that rewards needed to be enjoyable and desirable to students, but not inappropriate or rulebreaking within the school system. Several levels of positive consequences were delineated:[76]

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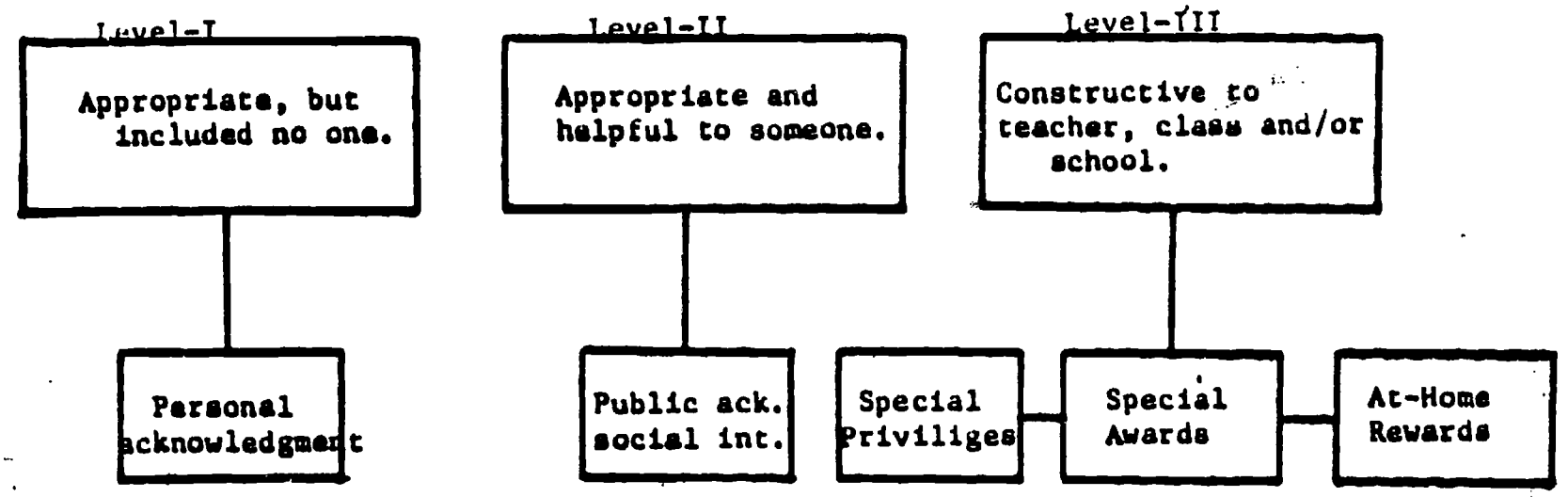

(FIG. 15) *

Each of these positive consequences were presented as earned rewards and strokes, applicable to the level of appropriate behavior. This list was extended to include a variety of positive reinforcements: personal and public acknowledgment by the classroom teacher, positive notes and/or phone calls to parents, special in-class awards, special in-class privileges, special total-class privileges, selected material rewards, a wide variety of group and social activities as positive rewards, and finally, in extreme situations, special follow-through at home for special privileges or material consequences. Teachers were advised that strategic use of these consequences, balanced by strategic utilization of aforementioned negative consequences, afford students an equitable choice of behaviors and resultant consequences. When successfully administered this system not only reflected fairness, but illustrated a logical system through which students could learn how to choose appropriate behaviors.

A specific sequence was outlined for classroom teachers to follow when using A.D. as assertive confrontation. This technique of A.D., called the "Broken Record Technique" by Canter, contained the following six steps:[77]

1. Know what you want: This was a preliminary mental step employed by the teacher to determine her limits and expectations for the class in general, or a specific student in a problem situation.

2. Say what you want: This first verbal step was the initial confrontation of the student. It was intended to impart clearly, briefly, simply, what teachers want in given situations. Of a variety of possible devices (i.e., hints, advice, threats), the "I" messages were affirmed as most effective. Suggested options were, "I want you to _____," "Stop, I don't want _____," "I need you to _____ now," "Stop, I won't accept _____."

3. Respond to sidetracks assertively: This was a reactive step which encouraged the teacher to refuse/reject any and all of the student's sidetracking responses to the "I want" statement. Various forms of

* Reprinted by permission from Canter and Associates, Inc.

extinguishing were recommended: ignoring, raising hand to stop gesture, saying "Stop" out loud, interrupting (as needed) or follow sidetracks with the statement, "In this situation, the rule is _____," "Right now, your choices are _____."

4. Repeat "I want" statement: This was the Broken Record element in the sequence. Repeated as many times as necessary, the teacher was instructed to state assertively what she wanted or did not want like a cracked record until the student elected his choice of behavior. Teachers were admonished not to plead, explain reasons, warn, or threaten, but to speak clearly and distinctly to the point.

5. Use congruent gestures: This step accompanied the previous step as its non-verbal/physical counterpart. Body signals such as eye contact, sitting or standing, tone of voice, rate of speech, touching or not touching were important elements of this step. Teachers were encouraged to practice demonstrating assertive body posture with assertive speech.

6. Follow-through consequences: This was the action step in the sequence the bottom-line so to speak. When all verbal confrontations were made and proved unsuccessful, teachers were advised to terminate discussion and apply the relevant automatic consequences. This was viewed as the point of no return when actions must replace words. Teachers were advised to use the hierarchy of consequences in this case.

At times, a certain confusion arose with respect to insertion and utilization of this sequence within the total framework of A.D. Two forms of utilization of this Broken Record Technique were recommended. First, within the total A.D. systems, this technique was recommended as part of the teacher's negative strategy. For those students whose behavior exceeded the prescribed check system for behavioral offenses, the Broken Record confrontation was prescribed. Teachers could insert this verbal confrontation within the standardized check system to terminate unwanted behavior or correct inappropriate conduct. Although this technique was capable of instituting immediate behavior change, students were not released from their earned consequences.

Secondly, when a teacher was not involved with A.D. as a total management system, she could use the Broken Record Technique as a separate intervention tool to obtain desired changes in student behavior on an as-needed basis. This intervention procedure, joined by other sequences from previously described approaches, completed the teacher's package of discipline devices by representing an approach suitable to most severe discipline problems.

The following is an illustration of the use of A.D. in a laboratory setting. Teacher-student dialogue is accompanied by analysis of A.D. procedure:

Dialogue	Analysis
T - Terry . . . you were seen off school grounds this morning.	Know what you want
S - So what!	Defiance-sidetrack
T - I want you to stay on the school grounds during school hours.	Say what you want
S - I don't care. School is boring.	Sidetrack

Dialogue	Analysis
T - I will not tolerate you leaving school grounds during school hours.	Repeat "I want" statement
S - So!	Defiance - Sidetrack
T - You know the school rule about leaving school during school hours.	Response to sidetracks
S - I heard about it.	
T - I will not tolerate you breaking school rules.	Repeat "I want" statement
S - I don't care.	Sidetrack
T - Terry, by your action you have chosen to go to the principal's office for isolation. Get your books and go . . . now!	Follow-through
S - I'm not going.	Defiance - Sidetrack
T - (Pause . . . stands up and looks directly at student) Terry, I want you to go to the isolation room now!	Repeat "I want" Congruent gestures
S - I'm not going . . . Uh-Uh	Defiance - Sidetrack
T - (Pause . . . locates and speaks to another student) John, go get Mr. D. to escort Terry to the office.	Follow-through
S - O.K. . . . I'll go.	

Several teachers' reactions to the use of A.D. in actual school and classroom settings have been recorded. The following are samples of those reactions.

"During my term as teacher I had a girl who was involved in a fight while encouraging two other students to fight also. I used Canter's Broken Record Technique and stated I wanted her to tell me how she was involved with the fight. At first she resisted, but then decided to tell me after she realized that she had broken a rule and had earned serious consequences."

"I find A.D. to be the most workable in my classroom. It is one approach that I use and continue to use most often when I don't have a lot of time to work with individual students on a one-to-one basis. Although A.D. is very structured and requires a lot of prior planning, it is less time consuming to apply in our daily routine."

"When I was teaching second-grade, I used A.D. without knowing it. During Fall quarter I had a student-teacher whom the class ran wild. There was no way she could get their attention to teach them and my suggestions didn't seem to help her. When she left in December and I got the class back, they were just as bad for me. I remember saying to my principal one morning before school, "Well . . . you're going to see a new regime in my class today. Those kids aren't going to move without permission." He laughed and said, "Good luck." After taking roll, I stood in front of the class and said "This is the way it is going to be from now on," and I listed about five rules by which they were to abide and the consequences which would result if they didn't. The results were dramatic! It was like night and day. They were quiet, got their work done and they listened when I was teaching."

"At the beginning of the year, there is a library orientation during which I explain to students the level of noise that is acceptable in the library and the consequences of non-compliance. When it is necessary, I will approach a student who is too loud, record his name, remind him about what level of talking is acceptable and inform him that he has just had the first step. Other steps include: removal to another table; sending back to study hall; not allowing use of library; sending to the office. In most cases, however, a reminder is enough."

One school principal reported, "In grades five and six in our building, the teachers were generally hostile and the discipline in their rooms seemed to deteriorate as the year went on. I asked that they (teachers) define in specific terms their needs for student performance and provide me with a list of positive and negative reinforcers that they plan to use. With assistance from our District Staff Development program, these teachers developed a plan for two weeks which focused on student conduct more than academics. The teachers were enthusiastic about having permission to focus on this area. They were really receptive to identifying their specific needs."

Several teacher perceptions of major advantages and disadvantages of using A.D. as a management system and as a discipline technique have been recorded. Major disadvantages of using A.D. were summarized into two areas: loss of rapport and lack of self-discipline. A majority of classroom teachers observed that the feeling of cooperation and warmth between teacher and student was sacrificed by application of an A.D. system. The firmness and business-like manner of the approach chilled the atmosphere and cooled the feelings between student and teacher. Additionally, teachers using the intervention sequence believed that although immediate compliance and change in behavior was a usual result of the Broken Record Technique, there was little evidence of self-discipline from the student . . . just compliance. Many questioned and doubted the amount of growth-learning possible using rigid compliance measures. On the other hand, teachers perceptions of major advantages of A.D. were categorized in two other areas: speed and potency. Teachers raved at the quickness and decisiveness of the A.D. technique. While many approaches end up being time consuming and relatively ineffective if proper time was not taken, A.D. was successful in a matter of seconds and minutes of one-to-one interaction with a student. Teachers added that the amount of p. planning and coordination required in A.D. was a small price considering actual end results. A majority agreed that there was no doubt who was in control in a difficult situation when teachers employed Assertive Discipline. Authority, power, control were viewed as assets in the A.D. approach. This afforded teachers the confidence and security needed to be a successful professional in the classroom.

Although only a moderate percentage of teachers were involved in school districts which had accepted and mandated A.D. for classroom use exclusively, this writer noted a variety of complaints which surfaced regarding this widespread practice. Teachers voiced several disadvantages to this imposition of the A.D. system: personal incompatibility with the system, lack of personal investment with the system, and reduction of effectiveness in subsequent year use. Teachers reported feeling split between their personal attitudes and styles (eg., humanist or problem-solver) and the rigid compliance-oriented approach of A.D. Since the A.D. system was adopted as a whole, individual teacher styles and preferences were left unregarded and thus suffered in the long run. Most of those schools selected class and school rules collectively, thus eliminating individual involvement and that personal investment so sorely needed in rulemaking and enforcement. Because

of these practices, teachers reported a significant lack of interest (on the part of teachers) and a lack of adherence (on the part of students) to the system after its newness wore off. This seriously undermined the effectiveness of the A.D. approach in those schools. But finally a word of clarification would be in order. Teachers reported that these complaints in no way were meant to indict the A.D. ... system, per se. These complaints were alleged at administrators who prematurely accepted and mandated that system without review and adequate preparation of all staff members who were to be involved.

In conclusion, this paper promised to examine four major intervention strategies and discipline approaches for the classroom teacher. In route to completing that objective, terms, definitions, issues, and practices in the general area of discipline were discussed. In preparation for discussion of two final goals of this paper, namely recommendations for utilization of specific approaches with different types of students and different types of problem situations, reference will be made to a recent Symposium sponsored by the State of Washington's Office of Equity Education.

Entitled, "Toward The Year 2000," this Symposium and subsequent statewide Conferences examined critical multicultural education issues and strategies related to that state's preparation for entry into the 21st century. The Symposium investigated eight issue areas:

1. Discipline: Policies and Practices;
2. Computers and Minority Students;
3. Multicultural and Global Education;
4. The Street Life Alternative;
5. Multicultural and Basic Education;
6. The Effective Schools Program;
7. Teacher Preparation and Readiness;
8. Minority Students and Bilingualism.[78]

The Symposium sub-committee on discipline, of which this writer was a member, pledged to examine implications of the issue, generate hard data to validate concern for this issue, explore and discuss alternative approaches to resolve the issue, and finally, to inform the educational community of current research and recommendations which may be adopted statewide by school and district staffs. Specifically, the sub-committee on discipline focused on the following areas of concern: a) high expulsion and suspension rates for minority students, b) staff expectations and limits for student behavior, c) consequences of suspension and expulsion on ethnic minority students, d) approaches and strategies to address the discipline issue.[79]

While much of the research and hard data presented in this paper was provided by members of the Symposium committee, this paper itself is intended as partial fulfillment of the pledge made above. Other references from the Symposium may be examined by reviewing eight articulation papers composed by various sub-committees.

With respect to the pledge made at the Symposium, this paper reviewed comparative definitions of discipline employed by the general public, school officials, and classroom teachers. Without becoming a statistical summary, this paper presented research findings of national, state, and local importance, focusing specifically on the concerns of disproportionality, the misuse of suspension strategies and the possible overuse of expulsion with difficult and culturally different students. Further references in this area of concern may be found in the WASHINGTON STUDENT DISCIPLINE REFERENCE GUIDE which affirmed, "For teaching to happen, the student must be in school. A dropout cannot take advantage of the educational program. Likewise, a child suspended or expelled from school does not have access to school programs. Good discipline practices and procedures mandate that students be kept in school when possible so that they can learn. That means whenever possible and appropriate, alternatives to suspension and expulsion must be made available before the school severs its relationship with the child. Effective alternatives to suspension and expulsion could keep more children in school."80

The following are recommendations for specific interventions and discipline approaches for various types of behavior problems. Although many, if not most, authors prescribe their approaches for <u>all</u> discipline problems, this writer will categorize behavioral problem into <u>four</u> types and make specific recommendations for each type. Four general types of problems have been identified: personal-emotional problems, chronically manipulative behavior, impulsive and irresponsible behavior, chronically disruptive and/or destructive behavior. Although inconclusive, these categories reflect a vast majority of problem areas encountered by teachers in their classrooms. [81] It is recommended that classroom teachers develop an ability to distinguish different types of student problems to enable themselves to apply appropriate strategies and tactics in distinctly different situations.

In the area of emotional problems, these students are perceived as primarily adaptive students with minimum behavior problems . . . the "good child" so to speak. Teachers reported that these students are generally obedient, cooperative, and easy to get along with, but sometimes fall victim to periodic personal and emotional difficulties. When these so-called "emotional flare-ups" occur, Teacher Effectiveness Training (T.E.T.) techniques are recommended for use by classroom teachers. T.E.T. has a built-in capacity to encounter emotional difficulties better than most techniques observed. Strategic use of reflective "You" messages, critical and caring "I" messages, and joint problem-solving afford this basically "good child" the open atmosphere necessary for self-solution of problems and eventual self-discipline.

Chronically manipulative students, "game-players" if you will, create a completely different problem for the teacher and require a distinctly different intervention strategy. Teachers reported that these students indulge in mental deception, dishonesty, and manipulation as their modes of defiance. Seldom, if ever, are they actually caught in misbehavior, rulebreaking, or deviance, but they are nearly always implicated or tangentially associated with violations. Manipulative and game-playing students were observed as "always one step ahead of everyone" in that there is always an excuse, an alibi, a lie, or deception, something to get them off the hook. When these manipulations occur, called "psychological games," Transactional Analysis (T.A.) techniques are recommended for use by classroom teachers. T.A. has the psychological base to out-think the manipulators and beat them at their own game. Strategic use of communication hooks suggested above, coupled with avoidance of gamey hooks are designed to protect the teacher from the student's manipulations and gaming tactics. Built into T.A. is a verbal game-stopping device which is designed to be potent and decisive in a problem situation where the trust level between teacher and student is low and deceptive. Finally, when the student's games

have been terminated, T.A. contains two problem-solving steps designed to present the student with honest, straightforward alternatives for a change.

Oftentimes, victims of those above mentioned manipulators and game-playing students represent the third type of problem . . . impulse driven and irresponsible students. These students were described as your basic type of non-thinking student. Perceived as the follower, this is that immature and irresponsible young person who acts without thinking about consequences, consideration for others, rules or regulations, just action in motion. For this type of uncaring, thoughtless, unconcerned, misdirected behavior, Reality Therapy (R.T.) is recommended. R.T. has its entire philosophical base and methodology built on development of responsibility. Built into its sequence are three responsibility steps which are designed to examine and repair the core of a student's irresponsibility. Students with behavioral problems in this area are observed as having single-minded perception . . . I, me, and mine. R.T. is designed to tackle that perception and trigger its expansion to include a variety of significant others: parents, teachers, peers, family, school, in the student's decision-making.

Finally, one segment of many forms of severe discipline problems is categorized under the heading: chronically disruptive. Although inconclusive and desirous of expansion, this fourth type of behavioral problem represents the severe category on the discipline scale. Teachers reported that behaviors in this classification ranged from in-class disruption, fighting, playground or hall disruption, flagrant verbal abuse, repetitive defiance and rulebreaking, and some forms of vandalism and destruction. For this type of behavioral problem, immediate control of the problem situation and cessation of problem behavior is required. It is recommended that this level of control is activated through use of Assertive Discipline (A.D.). A.D. provides the classroom teacher with two elements of discipline: a) a management system designed to control behavior and set definite limits on student misconduct, and b) an intervention technique designed to bypass any/all diversions and distractions while moving swiftly to control behavior. As a part of A.D., the "Broken Record Technique" provides a no-nonsense approach to behavior change and termination of deviant behaviors.

The following are recommendations for specific interventions and discipline approaches for various types of "culturally different" students. Before any recommendations are made, however, teachers are advised against the assumption that culturally different students are difficult. This paper suggested in its introduction that teachers are most vulnerable to a disproportionate rate of referrals to administration, temporary suspension and permanent expulsion with ethnic minority students than with any other category of student. This paper makes two major arguments in the area of unequal discipline: a) schools that hold low enrollments of minorities have higher rates of disproportionate suspensions and expulsions; b) across the state and nation, the student most likely to be suspended from school is the Black male student.[82]

With these cautions in mind, specific recommendations of discipline approaches have been made for culturally different students. As it has been described elsewhere,[83] there are behaviorally different types of minority students within each ethnic minority group. Two of those behavioral types are of interest presently: a) ethnic-pride, b) marginal-man types. Of these two, the ethnic-pride orientation offers greatest concern regarding discipline strategies. Ethnic minority students of ethnic-pride orientation were described as being culturally distinctive, that is, they relate to school officials as members of their cultural group as much (if not more) as they do as individual persons. Therefore, their behaviors in-and-out of class are distinctly Black, Asian, Chicano, or Indian. For example, one Junior High student in Tacoma, when questioned about minority kids at school, responded, "Do you mean the ones who are Black-Black, or the ones who are White-Black?" Culturally distinctive students with ethnic pride would be

described as Black-Black" in that student's vernacular.

Because these youngsters occupy a different social-psychological structure than others (i.e., White-Black, or Marginal), their orientation rules out certain intervention approaches in favor of others. Being collective much more than individual, their orientation reflects that culture's relationship to school authority rather than his/her individual relationship. Therefore, the culture-to-culture interpersonal relationship brings with it all of the characteristics of the collective historical and political relationship. Two of these characteristics limit teacher-student discipline: lack of trust, lack of rapport. Minority students have been observed complaining that, ". . . teachers always want to mess with your mind." These comments and similar perceptions seem to rule out psycho-dynamic approaches such as T.A. or psychoanalysis. Similarly, other minority students were observed complaining that, ". . . teachers always want you to be friendly, to show your feelings" which rules out emotion-based approaches like T.E.T. and Rogerian counseling.

Therefore, minority teachers and counselors recommend Reality Therapy as a discipline and counseling approach for minority students with moderate behavior problems, and Assertive Discipline for those ethnic minority students with severe behavior problems.84 When R.T. is utilized however, the value-judgment step needs to be accomplished based on situational consequences only, and not moral or culturally based values. The latter is still in dispute between cultures, and would (most likely) be rejected by a culturally different student. When A.D. is utilized for severe behavior problems, teachers are reminded of the possible misuse and overuse of suspension and expulsion consequences. Whenever possible and appropriate, personal encounter, interpersonal confrontation and/or problem-solving is recommended in lieu of immediate dismissal from class or school. Although an ethnic minority student may be considerably different and culturally distant from the teacher, he or she deserves a chance at personal encounter while in school with the hope that behavior change is possible.

Other ethnic minority students are not as culturally distinctive and distant as those of an ethnic-pride orientation. Described elsewhere as the "marginal man or woman," these students relate more to the White, Middle-class culture than to a specific ethnic minority group. Called in the student vernacular "White-Black," these youngsters have been observed as blending in with the majority student population rather than establishing a distinctively different cultural orientation. Ironically, this blending in trait affords them a sense of individualism in their relations with school authority. Therefore, teacher to student encounters are purely interpersonal with little (if any) cultural or historical overlay. With this type of culturally different student, teachers are free to employ the whole range of discipline approaches rather than excluding one or another because of intercultural ramifications.

It is the belief of this writer that intercultural dynamics, history, habits, and perceptions do play a role in the effectiveness of discipline strategies. It is believed that although teachers, administrators and counselors in theory apply democratic standards of professionalism in disciplinary situations, research on disproportionate discipline reveals in fact that adults bring their biases, fears, and repulsions into corrective situations, thus limiting objectivity and fairness in classroom and school discipline.

The following are recommendations for specific discipline procedures when discipline of handicapped students is required. These recommendations may be introduced by a discussion of applicable laws which address the special attention given to discipline needs of special education students. The Federal Law is PL94-142, the Education for All - Handicapped Act, "which provides handicapped

students with an equal opportunity to public education. It sets out due process guarantees which provide equal protection to handicapped children." Its counterpart at the state level affirms due process requirements for all students in general, and handicapped students in particular. The Washington State Law is WAC 180-40 which provides that,

> "No student shall be suspended unless other forms of corrective action or punishment reasonably calculated to modify his or her conduct have failed or unless there is good reason to believe that other forms of corrective action or punishment would fail if employed."[85]

State guidelines require that discipline of the special education student be conducted within strict limitations of due process of law, as well as within prescribed recommendations and disciplinary procedures.

With these guidelines in mind, the following procedures are recommended regarding discipline or corrective action for handicapped students:

1. Before corrective action is taken against a handicapped student, consideration must be given to the relationship between the misconduct and the handicapping condition.

2. If the behavior <u>is not</u> related to the handicap, then the behavior is subject to school rules and regulations.

3. If the behavior <u>is</u> related to the handicap, then applicable federal and state laws must be used.

4. Written notice of proposed disciplinary action must be sent to the child's parents and coordinated with a multi-disciplinary team including parents, teacher, psychologist, counselor, principal, and special education administrator.

5. When long-term suspension, expulsion, or other significant corrective action is undertaken, federal and state laws must be considered to safeguard the handicapped student's rights to fair and appropriate public education.

6. Record of the above actions, as well as <u>all</u> disciplinary proceedings must be documented in the student's discipline file.

However, within these procedural guidelines the classroom teacher is afforded the opportunity to experiment with a variety of approaches and devices which may correct maladaptive behavior or misconduct from a handicapped student. A hierarchy of these devices have been identified. They are recommended for utilization with any of the above structured approaches outlined in the body of this paper. Some of these devices are: parent contacts, loss of school or class privileges, behavioral monitoring via a point or check system, behavioral contracts, in-school/short-term suspension, long-term suspension, and finally, expulsion. It is recommended that whenever long-term suspension or expulsion is anticipated, a change of placement for the handicapped student be considered in lieu of that severe consequence.

It is hoped that the discipline approaches presented above provide teachers with a framework for classroom discipline and management of student behavior.

Each of the four approaches were outlined across a continuum to illustrate their diversity, as well as the flexibility and sophistication required to be an effective communicator and disciplinarian in today's classrooms. It is hoped that, although one or another technique may be favored, each of them (and others) will be kept in mind for possible utilization in a given problem situation. Because those approaches were not intended as absolutes, specific recommendations were made for their practical application and utilization in specified problem situations, with specific and unique student populations, and in conditions of special education. At a time when public education is under severe review and criticism, when teachers are feeling misunderstood and unappreciated, it is hoped that this review provides an aid to the classroom teacher by reducing time and energy required for discipline and manipulation of student behavior, thus allowing more time and energy for our primary task: education of children.

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